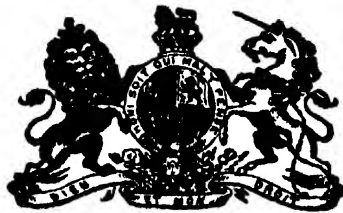


RULES AND ORDERS
OF THE
EDUCATION DEPARTMENT, BENGAL.

FOURTH EDITION.



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RULES AND ORDERS

OF THE

EDUCATION DEPARTMENT, BENGAL.

CHAPTER I.

EDUCATIONAL POLICY.

1.—EDUCATION DESPATCH OF 1854.

Despatch No. 49, dated 19th July 1854, from the Court of Directors of the East India Company, to the Governor-General of India in Council.

1. It appears to us that the present time, when, by an Act of the Imperial Legislature, the responsible trust of the Government of India has again been placed in our hands, is peculiarly suitable for the review of the progress which has already been made, the supply of existing deficiencies and the adoption of such improvements as may be best calculated to secure the ultimate benefit of the people committed to our charge.

2. Among many subjects of importance, none can have a stronger claim to our attention than that of Education. It is one of our most sacred duties to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge, and which India may under Providence derive from her connexion with England. For, although British influence has already in many remarkable instances been applied with great energy and success to uproot demoralising practices, and even crimes of a deeper dye, which for ages had prevailed among the natives of India, the good results of those efforts must, in order to be permanent, possess the further sanction of a general sympathy in the native mind which the advance of education alone can secure.

3. We have, moreover, always looked upon the encouragement of education as peculiarly important, because calculated “not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and so to supply you with servants to whose probity you may with increased confidence

Public letter to Bengal,
5th September 1827.

commit offices of trust" in India, where the well-being of the people is so intimately connected with the truthfulness and ability of officers of every grade in all Departments of the State.

4. Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India: this knowledge will teach the natives of India the marvellous results of the employment of labour and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts, and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and, at the same time, secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce of British labour.

5. We have from time to time given careful attention and encouragement to the efforts which have hitherto been made for the spread of education, and we have watched with deep interest the practical results of the various systems by which those efforts have been directed. The periodical reports of the different Councils and Boards of Education, together with other official communications upon the same subject, have put us in possession of full information as to those educational establishments which are under the direct control of Government; while the evidence taken before the Committees of both Houses of Parliament upon Indian affairs has given us the advantage of similar information with respect to exertions made for this purpose by persons unconnected with Government, and has also enabled us to profit by a knowledge of the views of those who are best able to arrive at sound conclusions upon the question of education generally.

6. Aided, therefore, by ample experience of the past, and the most competent advice for the future, we are now in a position to decide on the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end.

7. Before proceeding further, we must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy and literature of Europe; in short, of European knowledge.

8. The systems of science and philosophy which form the learning of the East abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements; Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded, in special institutions, for the study of Sanskrit, Arabic and Persian literature, or for the cultivation of those languages which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India.

Despatch of 1854.

9. We are not unaware of the success of many distinguished Oriental scholars in their praiseworthy endeavours to ingraft upon portions of Hindoo philosophy the germs of sounder morals and of more advanced science; and we are far from under-rating the good effect which has thus been produced upon the learned classes of India, who pay hereditary veneration to those ancient languages, and whose assistance in the spread of education is so valuable from the honourable and influential position which they occupy among their fellow-countrymen. But such attempts, although they may usefully co-operate, can only be considered as auxiliaries, and would be a very inadequate foundation for any general scheme of Indian education.

10. We have also received most satisfactory evidence of the high attainments in English literature and European science which have been acquired of late years by some of the natives of India. But this success has been confined to but a small number of persons; and we are desirous of extending far more widely the means of acquiring general European knowledge of a less high order, but of such a character as may be practically useful to the people of India in their different spheres of life. To attain this end, it is necessary, for the reasons which we have given above, that they should be made familiar with the works of European authors, and with the results of the thought and labour of Europeans on the subjects of every description upon which knowledge is to be imparted to them; and to extend the means of imparting this knowledge must be the *object* of any general system of education.

11. We have next to consider the manner in which our object is to be effected; and this leads us to the question of the *medium* through which knowledge is to be conveyed to the people of India. It has, hitherto, been necessary, owing to the want of translations or adaptations of European works in the Vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe; and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

12. In some parts of India, more especially in the immediate vicinity of the Presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon, by those who attend school instruction, as the end and object of their education, rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts, unduly to neglect the study of the Vernacular languages.

13. It is neither our aim nor desire to substitute the English language for the Vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian

in the administration of justice, and in the intercourse between the officers of Government and the people. It is indispensable, therefore, that in any general system of education the study of them should be assiduously attended to. And any acquaintance with improved European knowledge which is to be communicated to the great mass of the people—whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language—can only be conveyed to them through one or other of these Vernacular languages.

14. In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the Vernacular language of the district, and with such general instruction as can be conveyed through that language. And, while the English language continues to be made use of as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the Vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with, English. This can only be done effectually through the instrumentality of Masters and Professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother-tongue, the information which they have thus obtained. At the same time, and as the importance of the Vernacular languages becomes more appreciated, the Vernacular literatures of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the Vernacular languages of India together as the *media* for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school-master possessing the requisite qualifications.

15. We proceed now to the machinery which we propose to establish for the superintendence and direction of education. This has hitherto been exercised in our Presidencies of Bengal, Madras and Bombay, by Boards and Councils of Education, composed of European and Native gentlemen, who have devoted themselves to this duty with no other remuneration than the consciousness of assisting the progress of learning and civilization; and, at the same time, with an earnestness and ability which must command the gratitude of the people of India, and which will entitle some honoured names amongst them to a high place among the benefactors of India and of the human race.

16. The Lieutenant-Governor of Agra has, since the separation of the educational institutions of the North-Western Provinces from those of Bengal, taken upon himself the task of their management; and we cannot allow this opportunity to pass without the observation that, in this, as in all other branches of his administration, Mr. Thomason displayed that accurate knowledge of the condition and requirements of

Despatch of 1854.

the people under his charge, and that clear and ready perception of the practical measures best suited for their welfare, which make his death a loss to India, which we deplore the more deeply, as we fear that his unremitting exertions tended to shorten his career of usefulness.

17. We desire to express to the present Boards and Councils of Education our sincere thanks for the manner in which they have exercised their functions, and we still hope to have the assistance of the gentlemen composing them in furtherance of a most important part of our present plan; but, having determined upon a very considerable extension of the general scope of our efforts, involving the simultaneous employment of different agencies, some of which are now wholly neglected, and others but imperfectly taken advantage of by Government, we are of opinion that it is advisable to place the superintendence and direction of education upon a more systematic footing, and we have, therefore, determined to create an Educational Department, as a portion of the machinery of our Governments in the several Presidencies of India. We accordingly propose that an officer shall be appointed for each Presidency and Lieutenant-Governorship, who shall be specially charged with the management of the business connected with education, and be immediately responsible to Government for its conduct.

18. An adequate system of inspection will also, for the future, become an essential part of our educational system; and we desire that a sufficient number of qualified Inspectors be appointed, who will periodically report upon the state of those colleges and schools which are now supported and managed by Government, as well as of such as will hereafter be brought under Government inspection by the measures that we propose to adopt. They will conduct, or assist at, the examination of the scholars at these institutions, and generally, by their advice, aid the managers and school-masters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institutions which they will be employed to visit; but we need hardly say that, even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgment for such employment. A proper staff of clerks and other officers will, moreover, be required for the Educational Departments.

19. Reports of the proceedings of the Inspectors should be made periodically, and these again should be embodied in the annual reports of the Heads of the Educational Departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), and other information of a general character relating to education.

20. We shall send copies of this Despatch to the Governments of Fort St. George and of Bombay, and direct them at once to make provisional arrangements for the superintendence and inspection of education in their respective Presidencies. Such arrangements as they may make will be reported to you for sanction. You will take similar measures in communication with the Lieutenant-Governors of Bengal and of Agra, and you will also provide in such manner as may seem

advisable for the wants of the non-regulation Provinces in this respect. We desire that your proceedings in this matter may be reported to us with as little delay as possible; and we are prepared to approve of such an expenditure as you may deem necessary for this purpose.

21. In the selection of the Heads of the Educational Departments, the Inspectors and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position and acquirements, to carry our objects into effect, but who may command the confidence of the natives of India. It may perhaps be advisable that the first Heads of the Educational Department, as well as some of the Inspectors, should be members of our Civil Service; as such appointments in the first instance would tend to raise the estimation in which these offices will be held, and to show the importance we attach to the subject of education, and also as amongst them you will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any others connected with education, shall be considered as necessarily to be filled by members of that service, to the exclusion of others, Europeans or Natives, who may be better fitted for them; and that, in any case, the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.

22. We now proceed to sketch out the general scheme of the measures which we propose to adopt. We have endeavoured to avail ourselves of the knowledge which has been gained from the various experiments which have been made in different parts of India for the encouragement of education; and we hope, by the more general adoption of those plans which have been carried into successful execution in particular districts, as well as by the introduction of other measures which appear to be wanting, to establish such a system as will prove generally applicable throughout India, and thus to impart to the educational efforts of our different Presidencies a greater degree of uniformity and method than at present exists.

23. We are fully aware that no general scheme would be applicable in all its details to the present condition of all portions of our Indian territories, differing, so widely as they do, one from another, in many important particulars. It is difficult, moreover, for those who do not possess a recent and practical acquaintance with particular districts to appreciate the importance which should be attached to the feelings and influences which prevail in each; and we have, therefore, preferred confining ourselves to describing generally what we wish to see done, leaving to you, in communication with the several Local Governments, to modify particular measures so far as may be required, in order to adapt them to different parts of India.

24. Some years ago, we declined to accede to a proposal made by the Council of Education, and transmitted to us, with the recommendation of your Government, for the institution of an University in Calcutta. The rapid spread of a liberal education among the natives of India since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the Medical Colleges, and the requirements of an increasing European and Anglo-Indian population, have

Despatch of 1884

led us to the conclusion that the time is now arrived for the establishment of Universities in India, which may encourage a regular and liberal course of education, by conferring Academical degrees as evidences of attainments in the different branches of art and science, and by adding marks of honour for those who may desire to compete for honorary distinction.

25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them, that the form, government and functions of that University (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

26. The Universities in India will accordingly consist of a Chancellor, Vice-Chancellor and Fellows, who will constitute a Senate. The Senates will have the management of the funds of the Universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science, by examiners selected from their own body, or nominated by them.

27. The function of the Universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced, from any of the "affiliated institutions," which will be enumerated on the foundation of the Universities, or be from time to time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the Universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the Matriculation examination, and to substitute some mode of Entrance examination which may secure a certain amount of knowledge in the candidates for degrees, without making their attendance at the Universities necessary, previous to the final examination.

28. The examination for degrees will not include any subjects connected with religious belief; and the affiliated institutions will be under the management of persons of every variety of religious persuasion. As in England, various institutions in immediate connexion with the Church of England, the Presbyterian College at Cærmarden, the Roman Catholic College at Oscott, the Wesleyan College at Sheffield, the Baptist College at Bristol, and the Countess of Huntingdon's College at Cheshunt, are among the institutions from which the London University is empowered to receive certificates for degrees. So in India, institutions conducted by all denominations of Christians, Hindoos, Mahomedans, Parsees, Sikhs, Buddists, Jains, or any other religious persuasions, may be affiliated to the Universities, if they are found to afford the requisite course of study, and can be depended upon for the certificate of conduct which will be required.

29. The detailed regulations for the examination for degrees should be framed with a due regard for all classes of the affiliated institutions; and we will only observe, upon this subject, that the standard for common degrees will require to be fixed with very great judgment. There are many persons who well deserve the distinction of an Academical degree as the recognition of a liberal education, who could

not hope to obtain it, if the examination was as difficult as that for the Senior Government Scholarships; and the standard required should be such as to command respect, without discouraging the efforts of deserving students, which would be a great obstacle to the success of the Universities. In the competitions for honours, which, as in the London University, will follow the examinations for degrees, care should be taken to maintain such a standard as will afford a guarantee for high ability and valuable attainments; the subjects for examination being so selected as to include the best portions of the different schemes of study pursued at the affiliated institutions.

30. It will be advisable to institute, in connection with the Universities, Professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other institutions in India. Law is the most important of these subjects; and it will be for you to consider whether, as was proposed in the plan of the Council of Education to which we have before referred, the attendance upon certain lectures, and the attainment of a degree in Law, may not, for the future, be made a qualification for Vakeels and Moonsiffs, instead of, or in addition to, the present system of examination, which must, however, be continued in places not within easy reach of an University.

31. Civil Engineering is another subject of importance, the advantages of which, as a profession, are gradually becoming known to the natives of India; and while we are inclined to believe that instructions of a practical nature, such as is given in the Thomason College of Civil Engineering at Roorkee, is far more useful than any lectures could possibly be, Professorships of Civil Engineering might perhaps be attached to the Universities, and degrees in Civil Engineering be included in their general scheme.

32. Other branches of useful learning may suggest themselves to you, in which it might be advisable that lectures should be read, and special degrees given; and it would greatly encourage the cultivation of the Vernacular languages of India that Professorships should be founded for those languages, and, perhaps, also for Sanskrit, Arabic and Persian. A knowledge of the Sanskrit language, the root of the Vernaculars of the greater part of India, is more especially necessary to those who are engaged in the work of composition in those languages; while Arabic, through Persian, is one of the component parts of the Urdu language, which extends over so large a part of Hindoostan, and is, we are informed, capable of considerable development. The grammar of these languages, and their application to the improvement of the spoken languages of the country, are the points to which the attention of these Professors should be mainly directed; and there will be an ample field for their labours unconnected with any instruction in the tenets of the Hindoo or Mahomedan religions. We should refuse to sanction any such teaching, as directly opposed to the principle of religious neutrality to which we have always adhered.

33. We desire that you take into your consideration the institution of Universities at Calcutta and Bombay, upon the general principles which we have now explain to you, and report to us upon the

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best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India. The offices of Chancellor and Vice-Chancellor will naturally be filled by persons of high station, who have shown an interest in the cause of education; and it is in connexion with the Universities that we propose to avail ourselves of the services of the existing Council of Education at Calcutta, and Board of Education at Bombay. We wish to place these gentlemen in a position which will not only mark our sense of the exertions which they have made in furtherance of education, but will give it the benefit of their past experience of the subject. We propose, therefore, that the Council of Education at Calcutta, and the Board of Education at Bombay, with some additional members to be named by the Government, shall constitute the Senate of the University at each of those Presidencies.

34. The additional members should be so selected as to give to all those who represent the different systems of education which will be carried on in the affiliated institutions—including natives of India, of all religious persuasions, who possess the confidence of the native communities—a fair voice in the Senates. We are led to make these remarks, as we observe that the plan of the Council of Education, in 1845, for the constitution of the Senate of the proposed Calcutta University, was not sufficiently comprehensive.

35. We shall be ready to sanction the creation of an University at Madras, or in any other part of India, where a sufficient number of institutions exist from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European Government and civilization in India should possess Universities similar in character to those which will now be founded, as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities.

36. Having provided for the general superintendence of education and for the institution of Universities, not so much to be in themselves places of instruction, as to test the value of the education obtained elsewhere, we proceed to consider, first, the different classes of colleges and schools which should be maintained in simultaneous operation, in order to place, within the reach of all classes of natives of India, the means of obtaining improved knowledge suited to their several conditions of life; and, secondly, the manner in which the most effectual aid may be rendered by Government to each class of educational institutions.

37. The candidates for University degrees will, as we have already explained, be supplied by colleges affiliated to the Universities. These will comprise all such institutions as are capable of supplying a sufficiently high order of instruction in the different branches of art and science, in which University degrees will be accorded. The Hindoo, Hooghly, Dacca, Kishnaghur and Berhampore Government Anglo-Vernacular Colleges, the Sanskrit College, the Mahomedan Madrasas, and the Medical College, in Bengal; the Elphinstone Institution, the Poona College, and the Grant Medical College, in Bombay; the Delhi, Agra, Benares, Bareilly, and Thomason Colleges, in the North-Western Provinces; Seminaries, such as the Oriental Seminary in Calcutta, which have been established by highly-educated natives, a class of

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places of instruction which we are glad to learn is daily increasing in numbers and efficiency ; those which, like the Parental Academy, are conducted by East Indians ; Bishop's College, the General Assembly's Institution, Dr. Duff's College, the Baptist College at Serampore, and other institutions under the superintendence of different religious bodies and Missionary Societies, will, at once, supply a considerable number of educational establishments, worthy of being affiliated to the Universities, and of occupying the highest place in the scale of general instruction.

38. The affiliated institutions will be periodically visited by Government Inspectors ; and a spirit of honourable rivalry, tending to preserve their efficiency, will be promoted by this, as well as by the competition of their most distinguished students for University honours. Scholarships should be attached to them, to be held by the best students of lower schools ; and their scheme of education should provide, in the Anglo-Vernacular colleges, for a careful cultivation of the vernacular languages ; and, in the Oriental colleges, for sufficient instruction in the English and Vernacular languages, so as to render the studies of each most available for that general diffusion of European knowledge, which is the main object of education in India.

39. It is to this class of institutions that the attention of Government has hitherto been principally directed, and they absorb the greater part of the public funds which are now applied to educational purposes. The wise abandonment of the early views with respect to native education, which erroneously pointed to the classical languages of the East as the *media* for imparting European knowledge, together with the small amount of pecuniary aid which, in the then financial condition of India, was at your command, has led, we think, to too exclusive a direction of the efforts of Government towards providing the means of acquiring a very high degree of education for a small number of natives of India, drawn, for the most part, from what we should here call the higher classes.

40. It is well that every opportunity should have been given to those classes for the acquisition of a liberal European education, the effects of which may be expected slowly to pervade the rest of their fellow-countrymen, and to raise, in the end, the educational tone of the whole country. We are, therefore, far from under-rating the importance, or the success, of the efforts which have been made in this direction ; but the higher classes are both able and willing, in many cases, to bear a considerable part at least of the cost of their education ; and it is abundantly evident that in some parts of India no artificial stimulus is any longer required in order to create a demand for such an education as is conveyed in the Government Anglo-Vernacular Colleges. We have, by the establishment and support of these colleges, pointed out the manner in which a liberal education is to be obtained, and assisted them to a very considerable extent from the public funds. In addition to this, we are now prepared to give, by sanctioning the establishment of Universities, full development to the highest course of education to which the natives of India, or of any other country, can aspire ; and besides, by the division of University Degrees and distinctions into different branches, the exertions of highly-educated men will

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be directed to the studies which are necessary to success in the various active professions of life. We shall, therefore, have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India.

41. Our attention should now be directed to a consideration, if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected; namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts; and we desire to see the active measures of Government more especially directed for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure.

42. Schools—whose object should be, not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life—should exist in every district in India. These schools should be subject to constant and careful inspection; and their pupils might be encouraged by scholarships being instituted at other institutions which would be tenable as rewards for merit by the best of their number.

43. We include in this class of institutions those which, like the Zillah Schools of Bengal, the district Government Anglo-Vernacular Schools of Bombay, and such as have been established by the Rajah of Burdwan and other native gentlemen in different parts of India, use the English language as the chief medium of instruction; as well as others of an inferior order, such as the Tahsili schools in the North-Western Provinces, and the Government Vernacular Schools in the Bombay Presidency, whose object is, however imperfectly it has been as yet carried out, to convey the highest class of instruction which can now be taught through the medium of the vernacular languages.

44. We include these Anglo-Vernacular and Vernacular Schools in the same class, because we are unwilling to maintain the broad line of separation which at present exists between schools in which the *media* for imparting instruction differ. The knowledge conveyed is, no doubt, at the present time, much higher in the Anglo-Vernacular than in the Vernacular Schools; but the difference will become less marked, and the latter more efficient, as the gradual enrichment of the Vernacular languages in works of education allows their schemes of study to be enlarged, and as a more numerous class of schoolmasters is raised up able to impart a superior education.

45. It is indispensable, in order fully and efficiently to carry out our views as to these schools, that their masters should possess a knowledge of English in order to acquire, and of the Vernaculars so as readily to convey, useful knowledge to their pupils; but we are aware that it is impossible to obtain at present the services of a sufficient number of persons so qualified, and that such a class must be gradually collected and trained in the manner to which we shall hereafter allude. In the meantime you must make the best use which is possible of such instruments as are now at your command.

46. Lastly, what have been termed indigenous schools, should by wise encouragement, such as has been given under the system organized by Mr. Thomason in the North-Western Provinces, and which has been carried out in eight districts under the able direction of Mr. H. S. Reid in an eminently practical manner, and with great promise of satisfactory results, be made capable of imparting correct elementary knowledge to the great mass of the people. The most promising pupils of these schools might be rewarded by scholarships in places of education of a superior order.

47. Such a system as this, placed in all its degrees under efficient inspection, beginning with the humblest elementary instruction, and ending with the University test of a liberal education, the best students in each class of schools being encouraged by the aid afforded them towards obtaining a superior education as the reward of merit, by means of such a system of scholarships as we shall have to describe, would, we firmly believe, impart life and energy to education in India, and lead to a gradual, but steady, extension of its benefits to all classes of the people.

48. When we consider the vast population of British India, and the sums which are now expended upon educational efforts, which, however successful in themselves, have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable difficulties which would attend such an extension of the present system of education by means of colleges and schools entirely supported at the cost of Government, as might be hoped to supply, in any reasonable time, so gigantic a deficiency, and to provide adequate means for setting on foot such a system as we have described, and desire to see established.

49. Nor is it necessary that we should depend entirely upon the direct efforts of Government. We are glad to recognise an increased desire on the part of the native population, not only in the neighbourhood of the great centres of European civilisation, but also in remoter districts, for the means of obtaining a better education; and we have evidence in many instances of their readiness to give a practical proof of their anxiety in this respect by coming forward with liberal pecuniary contributions. Throughout all ages, learned Hindoos and Mahomedans have devoted themselves to teaching, with little other remuneration than a bare subsistence; and munificent bequests have not unfrequently been made for the permanent endowment of educational institutions.

50. At the same time, in so far as the noble exertions of societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilised races, such as these found in Assam, in the Cossyah, Garrow, and Rajmahal Hills, and in various districts of Central and Southern India (who are in the lowest condition of ignorance, and are either wholly without a religion, or are the slaves of a degrading and barbarous superstition), have been accompanied, in their educational establishments, by the diffusion of improved knowledge, they have largely contributed to the spread of that education which it is our object to promote.

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51. The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India, and of other benevolent persons.

52. We have, therefore, resolved to adopt in India the system of grants-in-aid which has been carried out in this country with very great success; and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation.

53. The system of grants-in-aid, which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted. Aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may render it possible), to all schools which impart a good secular education, provided that they are under adequate local management (by the term "local management," we understand one or more persons, such as private patrons, voluntary subscribers, or the Trustees of Endowments, who will undertake the general superintendence of the school, and be answerable for its permanence for some given time); and provided also that their managers consent that the schools shall be subject to Government inspection, and agree to any conditions which may be laid down for the regulation of such grants.

54. It has been found by experience, in this and other countries, that not only is an entirely gratuitous education valued far less by those who receive it than one for which some payment, however small, is made, but that the payment induces a more regular attendance, and greater exertion, on the part of the pupils; and, for this reason, as well as because school fees themselves, insignificant as they may be in each individual instance, will, in the aggregate, when applied to the support of a better class of masters, become of very considerable importance, we desire that grants-in-aid shall, as a general principle, be made to such schools only (with the exception of normal schools) as require some fee, however small, from their scholars.

55. Careful considerations will be required in framing rules for the administration of the grants; and the same course should be adopted in India which has been pursued with obvious advantage by the Committee of Council here, namely, to appropriate the grants to *specific objects*, and not (except, perhaps, in the case of normal schools) to apply them in the form of simple contributions in aid of the general expenses of a school. The augmentation of the salaries of the head teachers, and

the supply of junior teachers, will probably be found in India, as with us, to be the most important objects to which the grants can ordinarily be appropriated. The foundation, or assistance in the foundation of scholarships for candidates from lower schools, will also be a proper object for the application of grants-in-aid. In some cases, again, assistance towards erecting, or repairing a school, or the provision of an adequate supply of school books, may be required; but the appropriation of the grant in each particular instance should be regulated by the peculiar circumstances of each school and district.×

56. The amount, and continuance of the assistance given, will depend upon the periodical reports of Inspectors, who will be selected with special reference to their possessing the confidence of the native communities. In their periodical inspections, *no notice whatsoever* should be taken by them of the religious doctrines which may be taught in any school; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants-in-aid. They should also assist in the establishment of schools, by their advice, wherever they may have opportunities of doing so.

57. We confide the practical adaptation of the general principles we have laid down as to grants-in-aid to your discretion, aided by the educational departments of the different Presidencies. In carrying into effect our views, which apply alike to all schools and institutions, whether male or female, Anglo-Vernacular or Vernacular, it is of the greatest importance that the conditions under which schools will be assisted should be clearly and publicly placed before the natives of India. For this purpose, Government Notifications should be drawn up and promulgated in the different Vernacular languages. It may be advisable distinctly to assert in them the principle of perfect religious neutrality on which the grants will be awarded; and care should be taken to avoid holding out expectations which from any cause may be liable to disappointment.

58. There will be little difficulty in the application of this system of grants-in-aid to the higher order of places of instruction in India in which English is at present the medium of education.

59. Grants-in-aid will also at once give assistance to all such Anglo-Vernacular and Vernacular Schools as impart a good elementary education; but we fear that the number of this class of schools is at present inconsiderable, and that such as are in existence require great improvement.

60. A more minute and constant local supervision than would accompany the general system of grants-in-aid will be necessary in order to raise the character of the "indigenous schools," which are, at present, not only very inefficient in quality, but of exceedingly precarious duration, as is amply shown by the statistics collected by Mr. Adam in Bengal and Behar, and from the very important information we have received of late years from the North-Western Provinces. In organizing such a system, we cannot do better than to refer you to the manner in which the operations of Mr. Reid have been conducted in the North-Western Provinces, and to the instructions given by him

to the Zillah and Pergunnah Visitors, and contained in the Appendix to his First Report.

61. We desire to see local management under Government inspection and assisted by grants-in-aid, taken advantage of wherever it is possible to do so, and that no Government Colleges or Schools shall be founded, for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education, but, in order fully to carry out the views we have expressed with regard to the adequate provision of schools throughout the country, it will probably be necessary, for some years, to supply the wants of particular parts of India by the establishment, temporary support, and management of places of education of every class in districts where there is a little or no prospect of adequate local efforts being made for this purpose, but where, nevertheless, they are urgently required.

62. We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we therefore entirely confide in your discretion, and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India.

63. The system of free and stipendiary Scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland, in 1839, "of connecting the Zillah schools with the central colleges, by attaching to the latter Scholarships to which the best scholars of the former might be eligible," more fully carried out; and also, as the measures we now propose assume an organised form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior schools shall be provided for by means of Scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary Scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connexion with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system.

64. We are, at the same time, of opinion that the expenditure upon existing Government Scholarships, other than those to which we

Minute, November
24th, 1839, paras.
82 and 83.

have referred, which amounts to a considerable sum, should be gradually reduced, with the requisite regard for the claims of the present holders of them. The encouragement of young men of ability, but of slender means, to pursue their studies, is no doubt both useful and benevolent, and we have no wish to interfere with the private endowments which have been devoted to so laudable an object, or to withdraw the additions which may have been made by us to any such endowments. But the funds at the disposal of Government are limited, and we doubt the expediency of applying them to the encouragement of the acquisition of learning, by means of stipends which not only far exceed the cost of the maintenance of the student, but in many cases are above what he could reasonably expect to gain on entering the public service, or any of the active professions of life.

65. We shall, however, offer encouragement to education which will tend to more practical results than those scholarships. By giving to persons who possess an aptness for teaching, as well as the requisite standard of acquirements, and who are willing to devote themselves to the profession of school-master, moderate monthly allowances for their support during the time which it may be requisite for them to pass in normal schools, or classes, in order to acquire the necessary training, we shall assist many deserving students to qualify themselves for a career of practical usefulness, and one which will secure them an honourable competence through life. We are also of opinion that admission to places of instruction, which, like the Medical and Engineering Colleges, are maintained by the State, for the purpose of educating persons for special employment under Government, might be made the rewards of industry and ability, and thus supply a practical encouragement to general education, similar to that which will be afforded by the Educational Service.

66. The establishment of Universities will offer considerable further inducements for the attainment of high proficiency, and thus supply the place of the present senior scholarships, with this additional advantage, that a greater number of subjects in which distinction can be gained will be offered to the choice of students than can be comprised in one uniform examination for a scholarship, and that their studies will thus be practically directed into channels which will aid them in the different professions of life which they may afterwards adopt.

67. In England, when systematic attempts began to be made for the improvement of education, one of the chief defects was found to be the insufficient number of qualified school-masters, and the imperfect method of teaching which prevailed. This led to the foundation of normal and model schools for the training of masters, and the exemplification of the best methods for the organization, discipline and instruction of elementary schools. This deficiency has been the more palpably felt in India, as the difficulty of finding persons properly educated for the work of tuition is greater; and we desire to see the establishment, with as little delay as possible, of training schools, and classes, for masters, in each Presidency in India. It will probably be found that some of the existing institutions may be adapted wholly or partially, to this purpose, with less difficulty than would attend the establishment of entirely new schools.

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68. We cannot do better than refer you to the plan which has been adopted in Great Britain for this object, and which appears to us to be capable of easy adaptation to India. It mainly consists, as you will perceive, on reference to the minutes of the Committee of Council, copies of which we enclose, in the selection and stipend of pupil teachers (awarding a small payment to the masters of the schools in which they are employed, for their instruction out of school hours); their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates, on the completion of their training in those normal schools; and in securing to them a sufficient salary when they are afterwards employed as schoolmasters. This system should be carried out in India, both in the Government Colleges and Schools, and, by means of grants-in-aid, in all institutions which are brought under Government inspection. The amount of the stipends to pupil teachers and students at normal schools should be fixed with great care. The former should receive moderate allowances rather above the sums which they would earn if they left school, and the stipends to the latter should be regulated by the same principle which we have laid down with respect to scholarships.

69. You will be called upon, in carrying these measures into effect, to take into consideration the position and prospects of the numerous class of natives of India, who are ready to undertake the important duty of educating their fellow-countrymen. The late extension of the pension regulations of 1831 to the educational service may require to be adapted to the revised regulations in this respect; and our wish is that the profession of schoolmaster may, for the future, afford inducements to the natives of India such as are held out in other branches of the public service. The provision of such a class of schoolmasters as we wish to see must be a work of time; and, in encouraging the "indigenous schools," our present aim should be to improve the teachers whom we find in possession, and to take care not to provoke the hostility of this class of persons, whose influence is so great over the minds of the lower classes, by superseding them where it is possible to avoid it. They should, moreover, be encouraged to attend the normal schools and classes which may hereafter be instituted for this class of teachers.

70. Equal in importance to the training of schools-masters is the provision of Vernacular School books, which shall provide European information to be the object of study in the lower classes of schools. Something has, no doubt, been done of late years, towards this end, but more still remains to be done; and we believe that deficiencies might be readily and speedily supplied by the adoption of a course recommended by Mr. M. Elphinstone in 1825, namely—"that the best translations of particular books, or the best elementary treatises in specified languages, should be advertised for, and liberally rewarded."

71. The aim should be, in compilations and original compositions, (to quote from one of Mr. Adam's valuable reports upon the state of education in Bengal,) "not to translate European works into the words and idioms of the native languages, but so to combine the substance of European knowledge with native forms of thought and sentiment

as to render the school-books useful and attractive." We also refer with pleasure upon this point to some valuable observations by Mr. Reid, in his report which we have quoted before, more especially as

Report 1850-51, paras. 298—308.

regards instruction in geography. It is obvious that the local peculiarities of different parts of India render it necessary that the class-books in each should be especially adapted to the feelings, sympathies and history of the people; and we will only further remark upon this subject, that the Oriental Colleges, besides generally tending, as we have before observed, to the enrichment of the Vernacular languages, may, we think, be made of great use in the translation of scientific works into those languages, as has already been done to some extent in the Delhi, Benares, and Poonah Colleges.

72. We have always been of opinion that the spread of education, in India will produce a greater efficiency in all branches of administration, by enabling you to obtain the services of intelligent and trustworthy persons in every department of Government; and, on the other hand, we believe that the numerous vacancies of different kinds which have constantly to be filled up, may afford a great stimulus to education. The first object must be to select persons properly qualified to fill these situations; secondary to this, is the consideration how far they may be so distributed as to encourage popular education.

73. The resolutions of our Governor-General in Council, of the 10th of October 1844, gave a general preference to well-educated over uneducated men in the admissions to the public service. We perceive, with much satisfaction, from returns which we have recently received of the persons appointed since that year in the Revenue Department of Bengal, as well as from the educational reports from different parts of India, that a very considerable number of educated men have been employed under Government of late years; and we understand that it is often not so much the want of Government employment as the want of properly qualified persons to be employed by Government, which is felt, at the present time, in many parts of India.

74. We shall not enter upon the causes which, as we foresaw, have led to the failure of that part of the resolutions which provided for the annual submission to Government of lists of meritorious students. It is sufficient for our present purpose to observe that no more than 46 persons have been gazetted in Bengal up to this time, all of whom were students in the Government Colleges. In the last year, for

Letter of 6th April 1852, with Returns in Revenue Department, Bengal.

which we have returns (1852), only two persons were so distinguished; and we can readily believe, with the Secretary to the Board of Revenue in Bengal, that young men who have passed a difficult examination in the highest branches of philosophy and mathematics, are naturally disinclined to accept such employment as persons who intend to make the public service their profession must necessarily commence with.

75. The necessity for any such lists will be done away with by the establishment of Universities, as the acquisition of a degree, and still more the attainment of University distinctions, will bring highly educated young men under the notice of Government. The resolutions

in question will, therefore, require revisions so as to adapt them practically to carry out our views upon this subject. What we desire is, that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if he is equally eligible in other respects.

76. We also approve of the institution of examinations, where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various Departments in which they are seeking employment, as has been the case in the Bombay Presidency. We confidently commit the encouragement of educated, in preference to uneducated, men to the different officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.

77. We are sanguine enough to believe that some effect has already been produced by the improved education of the public service of India. The ability and integrity of a large and increasing number of the Native Judges, to whom the greater part of the civil jurisdiction in India is now committed, and the high estimation in which many among them are held by their fellow-countrymen, is, in our opinion, much to be attributed to the progress of education among these officers, and to their adoption along with it of that high moral tone which pervades the general literature of Europe. Nor is it among the higher officers alone that we have direct evidence of the advantage which the public derives from the employment of educated men. We quote from the last Report of the Dacca College with particular satisfaction, as we are

Report on Public Instruction, Bengal, 1851-52, page 72.

aware that much of the happiness of the people of India depends upon the honesty of the officers of Police:—"The best possible evidence has been furnished," say the local Committee, "that some of the ex-students of the College of Dacca have completely succeeded in the arduous office of Darogah. Krishna Chunder Dutt, employed as a Darogah under the Magistrate of Howrah, in particular, is recommended for promotion, as having gained the respect and applause of all classes, who, though they may not practise, yet know how to admire real honesty and integrity of purpose."

78. But, however large the number of appointments under Government may be, the views of the natives of India should be directed to the far wider and more important sphere of usefulness and advantage which a liberal education lays open to them; and such practical benefits arising from improved knowledge should be constantly impressed upon them by those who know their feelings, and have influence or authority to advise or direct their efforts. We refer, as an example in this respect, with mingled pleasure and regret, to the eloquent addresses delivered by the late Mr. Bethune, when President of the Council of Education, to the students of the Kishnaghur and Dacca Colleges.

79. There are some other points connected with the general subject of Education in India upon which we will now briefly remark.

We have always regarded with special interest those educational institutions which have been directed towards training up the natives of India to particular professions, both with a view to their useful employment in the public service, and to enable them to pursue active and profitable occupations in life. The Medical Colleges in different parts of India have proved that, in spite of difficulties which appeared at first sight to be insurmountable, the highest attainments in medicine and surgery are within the reach of educated natives of India: we shall be ready to aid in the establishment and support of such places of instruction as the Medical Colleges of Calcutta and Bombay, in other parts of India. We have already alluded to the manner in which students should be supplied to these colleges, as well as to those for the training of Civil Engineers.

80. The success of the Thomason College of Civil Engineering at Roorkee has shown that, for the purpose of training up persons capable of carrying out the great works which are in progress under Government throughout India, and to qualify the natives of India for the exercise of a profession which, now that the system of railways and public works is being rapidly extended, will afford an opening for a very large number of persons, it is expedient that similar places for practical instruction in Civil Engineering should be established in other parts of India, and especially in the Presidency of Madras, where works of irrigation are so essential, not only to the prosperity of the country, but to the very existence of the people in times of drought and scarcity. The subject has been prominently brought under your notice in the recent reports of the Public Works Commissioners for the different Presidencies; and we trust that immediate measures will be taken to supply a difficulty which is, at present, but too apparent.

81. We may notice, in connexion with these two classes of institutions of an essentially practical character, the schools of industry and design, which have been set on foot from time to time in different parts of India. We have lately received a very encouraging report of that established by Dr. Hunter in Madras; and we have also been informed that Sir Jamsetjee Jejeebhoy, with his accustomed munificence, has offered to lay out a very considerable sum upon a like school in Bombay. Such institutions as these will, in the end, be self-supporting; but we are ready to assist in their establishment by grants-in aid for the supply of models, and other assistance which they may advantageously derive from the increased attention which has been paid of late years to such subjects in this country. We enclose you the copy of a report which we have received from Mr. Redgrave upon the progress of the Madras School, which may prove of great value in guiding the efforts of the promoters of any similar institutions which may hereafter be established in India. We have also perceived, with satisfaction, that the attention of the Council of Education in

Report on Public Instruction, Bengal, 1851-52, Appendix, page clxxi.

Calcutta has been lately directed to the subject of attaching to each Zillah School the means of teaching practical agriculture; for there is, as Dr. Mouat most truly observes, "no single advantage that could be afforded to the vast rural population of India that would equal the introduction of an improved system of agriculture."

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82. The increasing desire of the Mahomedan population to acquire European knowledge has given us much satisfaction. We perceive that the Council of Education of Bengal has this subject under consideration, and we shall receive with favour any proposition which may appear to you to be likely to supply the wants of so large a portion of the natives of India.

83. The importance of female education in India cannot be overrated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By these means a far greater proportional impulse is imparted to the educational and moral tone of the people, than by the education of men. We have already observed that schools for females are included among those to which grants-in-aid may be given; and we cannot refrain from expressing our cordial sympathy with the efforts which are being made in this direction. Our Governor-General in Council has declared, in a communication to the Government of Bengal, that the Government ought to give to native female education in India its frank and cordial support; in this we heartily concur, and we especially approve of the bestowal of marks of honour upon such native gentlemen as Rao Bahádur Magaubháí Karramehand, who devoted 20,000 rupees to the foundation of two native female schools in Ahmedabad, as by such means our desire for the extension of female education becomes generally known.

Report on Public Instruction, Bengal, 1849-50, page 2.

84. Considerable misapprehension appears to exist as to our views with respect to religious instruction in the Government Institutions. Those institutions were founded for the benefit of the whole population of India; and, in order to effect their object, it was, and is, indispensable that the education conveyed in them should be exclusively secular. The Bible is, we understand, placed in the libraries of the colleges and schools, and the pupils are able freely to consult it. This is as it should be; and, moreover, we have no desire to prevent, or discourage, any explanations which the pupils may, of their own free will, ask from the masters upon the subject of the Christian religion, provided that such information be given out of school hours. Such instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of Government for the purpose of proselytism, that no notice shall be taken of it by the Inspectors in their periodical visits.

85. Having now finished the sketch that we proposed to give of the scheme for the encouragement of education in India, which we desire to see gradually brought into operation, we proceed to make some observations upon the state of education in the several Presidencies and to point out the parts of our general plan which are most deficient in each.

86. In Bengal, education, through the medium of the English language, has arrived at a higher point than in any other part of India. We are glad to receive constant evidence of an increasing demand for such an education, and of the readiness of the natives of different

districts to exert themselves for the sake of obtaining it. There are now five Government Anglo-Vernacular Colleges; and Zillah Schools have been established in nearly every district. We confidently expect that the introduction of the system of grants-in-aid will very largely increase the number of schools of a superior order; and we hope that, before long, sufficient provision may be found to exist in many parts of the country for the education of the middle and higher classes, independent of the Government Institutions, which may then be closed, as has been already the case in Burdwan, in consequence of the enlightened conduct of the Rajah of Burdwan, or they may be transferred to local management.

87. Very little has, however, been hitherto done in Bengal for the education of the mass of the people, especially for their instruction through the medium of the Vernacular languages. A few Vernacular Schools were founded by Government in 1844, of which only 33 now remain, with 1,400 pupils, and, upon their transfer, in April 1852, from the charge of the Board of Revenue to that of the Council of Education, it appeared that, "they were in a languishing state, and had not fulfilled the expectations formed on their establishment."

88. We have perused, with considerable interest, the report of Mr. Robinson, Inspector of the Assam Schools, of which there appear to be 74, with upwards of 3,000 pupils. Mr. Robinson's suggestions for the improvement of the system under which they are now managed appear to us to be worthy of consideration, and to approach very nearly to the principle upon which Vernacular education has been encouraged in the North-Western Provinces. We shall be prepared to sanction such measures as you may approve of, to carry out Mr. Robinson's views.

89. But the attention of the Government of Bengal should be seriously directed to the consideration of some plan for the encouragement of indigenous schools and for the education of the lower classes, which, like that of Mr. Thomason in the North-Western Provinces, may bring the benefits of education practically before them, and assist and direct their efforts. We are aware that the object held out by the Government of Agra, to induce the agricultural classes to improve their education, does not exist in Bengal; but we cannot doubt that there may be found other similar solid advantages attending elementary knowledge, which can be plainly and practically made apparent to the understandings and interests of the lower classes of Bengal.

90. We perceive that the scheme of study pursued in the Oriental colleges of Bengal is under the consideration of the Council of Education, and it appears that they are in an unsatisfactory condition. We have already sufficiently indicated our views as to those colleges, and we should be glad to see them placed upon such a footing as may make them of greater practical utility. The points which you have referred to us, in your letter of the 5th of May, relative to the establishment of a Presidency College in Calcutta, will form the subject of a separate communication.

91. In the North-Western Provinces the demand for education is so limited by circumstances fully detailed by the Lieutenant-Governor in one of his early reports, that it will probably be long before

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private efforts will become energetic enough to supply the place of the establishment, support and management by Government, of places of instruction of the highest grade, where there may be sufficient reason for their institution.

92. At the same time, the system for the promotion of general education throughout the country by means of the inspection and encouragement of indigenous schools, has laid the foundation of a great advancement in the education of the lower classes. Mr. Thomason ascertained, from statistical information, the lamentable state of ignorance in which the people were sunk, while the registration of land, which is necessary under the revenue settlement of the North-Western Provinces, appeared to him to offer the stimulus of a direct interest for the acquisition of so much knowledge, at least of reading and writing, of the simple rules of arithmetic, and of land measurement, as would enable each man to look after his own rights.

93. He, therefore, organised a system of encouragement of indigenous schools, by means of a constant inspection by zillah and pergunnah visitors, under the superintendence of a visitor-general, while, at the head-quarters of each tahsildar, a school was established for the purpose of teaching "reading and writing the Vernacular languages, both Urdu and Hindi accounts, and the mensuration of land." A school-house is provided by Government, and the masters of the Tahsili schools receive a small salary, and are further entitled to the tuition fees paid by the pupils, of whom none are educated gratuitously, except "on recommendation given by village school-masters who may be on the visitors' list." A certain sum is annually allotted to each zillah for the reward of deserving teachers and scholars; and the attention of the visitor-general was expressly directed to the preparation of elementary school-books in the Vernacular language, which are sold through the agency of the zillah and the pergunnah visitors. We shall be prepared to sanction the gradual extension of some such system as this to the other districts of the Agra Presidency, and we have already referred to it as the model by which the efforts of other Presidencies for the same object should be guided.

94. In the Presidency of Bombay the character of the education conveyed in the Anglo-Vernacular Colleges is almost, if not quite, equal to that in Bengal; and the Elphinstone Institution is an instance of a college conducted in the main upon the principle of grant-in-aid, which we desire to see more extensively carried out. Considerable attention has also been paid in Bombay to education through the medium of the Vernacular languages. It appears that 216 Vernacular Schools are under the management of the Board of Education, and that the number of pupils attending them is more than 12,000. There are three Inspectors of the District Schools, one of whom (Mahadeo Govind Shastri) is a native of India. The schools are reported to be improving, and masters trained in the Government Colleges have been recently appointed to some of them with the happiest effects. These results are very creditable to the Presidency of Bombay; and we trust that each Government School will now be made a centre from which the indigenous schools of the adjacent districts may be inspected and encouraged.

95. As the new revenue settlement is extended in the Bombay Presidency, there will, we apprehend, be found an inducement precisely similar to that which has been taken advantage of by Mr. Thomason, to make it the interest of the agricultural classes to acquire so much knowledge as will enable them to check the returns of the village accountants. We have learnt with satisfaction that the subject of gradually making some educational qualification necessary to the confirmation of these hereditary officers is under the consideration of the Government of Bombay, and that a practical educational test is now insisted upon for persons employed in many offices under Government.

96. In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian Missionaries have been more successful among the Tamil population than in any other part of India; and that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government Anglo-Vernacular Institutions only where no such places of instruction at present exist, which might, by grants-in-aid and other assistance, adequately supply the educational wants of the people. We also perceive with satisfaction that Mr. Daniel Elliot, in a recent and most able minute upon the subject of education, has stated that Mr. Thomason's plan for the encouragement of indigenous schools might readily be introduced into the Madras Presidency, where the *ryotwari* settlement offers a similar practical inducement to the people for the acquisition of elementary knowledge.

97. We have now concluded the observations which we think it is necessary to address to you upon the subject of the education of the natives of India. We have declared that our object is to extend European knowledge throughout all classes of the people. We have shown that this object must be effected by means of the English language in the higher branches of instruction, and by that of the Vernacular languages of India to the great mass of the people. We have directed such a system of general superintendence and inspection by Government to be established, as will, if properly carried out, give efficiency and uniformity to your efforts. We propose by the institution of Universities to provide the highest test and encouragement of a liberal education. By sanctioning grants-in-aid of private efforts, we hope to call to the assistance of Government private exertions and private liberality. The higher classes will now be gradually called upon to depend more upon themselves; and your attention has been more especially directed to the education of the middle and lower classes, both by the establishment of fitting schools for this purpose, and by means of a careful encouragement of the native schools which exist, and have existed from time immemorial, in every village, and none of which perhaps cannot in some degree be made available to the end we have in view. We have noticed some particular points connected with education, and we have reviewed the condition of the different Presidencies in this respect, with a desire to point out what should be imitated, and what is wanting, in each.

98. We have only to add, in conclusion, that we commit this subject to you, with a sincere belief that you will cordially co-operate

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with us in endeavouring to effect the great object we have in hand, and that we desire it should be authoritatively communicated to the principal officers of every district in India, that henceforth they are to consider it to be an important part of their duty, not only in that social intercourse with the natives of India, which we always learn with pleasure that they maintain, but also with all the influence of their high position, to aid in the extension of education, and to support the Inspectors of Schools by every means in their power.

99. We believe that the measures we have determined upon are calculated to extend the benefits of education throughout India, but at the same time we must add that we are not sanguine enough to expect any sudden, or even speedy, results to follow from their adoption. To imbue a vast and ignorant population with a general desire for knowledge, and to take advantage of that desire, when excited, to improve the means for diffusing education amongst them, must be a work of many years; which, by the blessing of Divine Providence, may largely conduce to the moral and intellectual improvement of the mass of the natives of India.

100. As a Government, we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance. The result depends more upon them than upon us; and, although we are fully aware that the measures we have now adopted will involve in the end a much larger expenditure upon education from the revenues of India, or, in other words, from the taxation of the people of India, than is at present so applied, we are convinced, with Sir Thomas Munro, in words used many years since, that any expense which may be incurred for this object "will be amply repaid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people."

We are, etc.,

(Signed) J. OLIPHANT.

„ E. MACNAGHTEN.

„ C. MILLS.

„ R. ELLICE.

„ J. W. HOGG.

„ W. J. EASTWICK.

„ R. D. MANGLES.

„ J. P. WILLOUGHBY.

„ J. H. ASTILL.

„ F. CURRIE.

2.—EDUCATION DESPATCH OF 1859.

Despatch No. 4, dated the 7th April 1859, from the Right Hon'ble LORD STANLEY, Secretary of State for India, to His Excellency the Governor General of India in Council.

1. THE time seems to have arrived when some examination may be instituted into the operation of the orders despatched from this country in 1854, for the prosecution of measures on a more extended scale for promoting education in India. Such an examination seems more especially required, since the measures, and particularly the more recent measures of Government for the promotion of education, have been alleged to be among the causes which have brought about the recent outbreak in the Army of Bengal, and the disquietude and apprehension which are believed to have prevailed in some portions of Her Majesty's Indian territories.

2. I have caused the records of the Department of Education to be examined, in order to trace the operation of the measures prescribed by the orders of the Home Authorities of July 1854, and to ascertain whether any grounds can be discovered for the allegation and impression referred to; and I now proceed to state the results of the examination thus instituted, as the basis of the remarks which I shall have to offer on the subject, and of the further inquiries which appear necessary before Her Majesty's Government can arrive at a conclusive opinion on some of the questions involved in it.

3. The improvement and far wider extension of education, both English and Vernacular, having been the general objects of the Despatch of 1854, the means prescribed for the accomplishment of those objects were the constitution of a separate department of the administration for the work of education; the institution of Universities at the several Presidency towns; the establishment of training institutions for raising up teachers for the various classes of schools; the maintenance of the existing Government College and Schools of a high order, and the increase of their number when necessary; the establishment of additional zillah or middle schools; increased attention to vernacular schools for elementary education, including the indigenous schools already existing throughout the country, and finally, the introduction of a system of grants-in-aid, under which the efforts of private individual and of local communities would be stimulated and encouraged by pecuniary grants from Government in consideration of a good secular education being afforded in the aided schools.

4. The first step taken in execution of the Court's instructions, was the formation of the establishments, by means of which the desired extension was to be given to the work of education. An officer with the title of Director of Public Instruction was accordingly appointed to each of the Presidencies and Lieutenant-Governorships, and to the Punjab, to whom the superintendence of the

Formation of an Educational Department.

I.—EDUCATIONAL POLICY

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work of education was entrusted; and under these officers a staff of

<i>Authorized Establishments.</i>				Rs.	
Bengal	...	...	...	18,711	per mensem.
N.-W. Provinces	...	...	...	8,115	"
Punjab	...	...	...	5,335	"
Madras	...	...	...	8,821	"
Bombay, including Scinde	...	...	...	8,926	"
				44,908	"
				or Rs. 5,38,896 per annum.	

Inspectors and Sub-Inspectors was organised, who were in effect to act in their several spheres as the local representatives of the Director. The annual cost of these controlling establishments is approximately shown in the margin.

5. As regards the persons by whom appointments in the Department of Education are to be held, it was thought by the Court of Directors that the first heads of the Department, as well as some of the Inspectors, should be members of the Civil Service, both to show the importance attached to the subject of education, and the estimation in which it was desired that the officers of the Department should be held, and because among the members of that service the best qualified persons would be most likely to be met with. But at the same time it was directed that none of the appointments should be reserved for members of the Covenanted Service, to the exclusion of others, either Europeans or Natives, who might be better qualified to fill them; and the great importance was pointed out of selecting persons, not only qualified for the duties of the department, but calculated also to command the confidence of the Natives. The spirit of the instructions of the Court of Directors, with regard to the classes from whom the officers of the department were to be selected, appears to have been duly observed. In Bengal, the North-Western Provinces, Madras and Bombay, members of the Civil Service were, in the first instance, appointed Directors of Public Instruction, and the several appointments of Inspectors were filled indiscriminately by Civil Servants, Military and Medical Officers, and individuals unconnected with any of those services. In the Punjab, the office of Director has, from the first, been held by a gentleman who was, at the time of his nomination, in the Military Service, but who retired from the Army immediately on appointment. In Bombay, the first Director, Mr. Erskine, has been succeeded by a gentleman who was previously a practising Barrister, and among the present Inspectors, it is believed that there are not in all the Presidencies more than two or three members of the Civil Service.

6. The Universities have been constituted, as desired by the Court, on the general plan of the University of London: the scheme provides for an Entrance examination for the training of the passed candidates at affiliated institutions; for the grant of degrees in Arts, Medicine, Law and Civil Engineering; and for the examination for honours of those who have obtained the degree of Bachelor of Arts, the passing of which will carry with it the higher degree of Master of Arts.

7. At the first Entrance examination to the Calcutta University, held in March 1857, one hundred and sixty-two candidates successfully passed the test for admission, of whom one hundred and thirteen were pupils from Government Colleges and Schools, and forty-five from institutions supported by individuals or associations, the remaining

four being masters in Government Schools. At the examination for Degrees in April 1858, two degrees of Bachelor of Arts were conferred, there having been thirteen candidates. At the Entrance examination held about the same time, one hundred and eleven candidates, out of four hundred and sixty-four, were admitted into the University. These results led the Faculty of Arts to propose some changes in the subjects and standards of the several examinations, the object being to reduce the severity of the tests to be passed. The alterations were proposed, and were apparently sanctioned by Government, on the ground that the tests for degrees, as originally fixed, were too high to be compatible with the object of the University Entrance and Degree examinations, which was to pass every student of ordinary ability who had fairly profited by the curriculum of school and college study which he has passed through. The constitution of the Universities of Madras and Bombay has only recently been completed, and no report of admissions into those institutions has yet been received by me.

8. Apart from the colleges for special branches of study, such as Medicine and Civil Engineering, there were the following Government Colleges in Bengal, when the orders of 1854 were brought into operation, viz., the Presidency College, which had just been remodelled, and placed on a footing of great efficiency, the Sanskrit or Hindoo College, and the Madrassa or Mahomedan College at Calcutta; and Colleges at Berhampore, Dacca, Hooghly and Kishnaghur. The Sanskrit College and the Madrassa are specially, and in the first instance, were exclusively intended for the cultivation of Oriental learning, the other colleges are designed for the promotion and advancement of general education, through the medium of the English language. In the North-Western Provinces, Government Colleges existed at Agra, Delhi, Benares and Bareilly, all of which were constituted to afford education of a high order through the medium of the English language, the study of Sanskrit being cultivated, however, with great success at Benares, and the study of the Vernacular forming part of the course at all the colleges. In the Madras Presidency, the only Government Institution, at which education of an advanced character was afforded, was the "University," or, as it might more properly have been designated, the High School at Madras. At Bombay, the Elphinstone Institution at the Presidency and the College at Poona were institutions where the means of education had been provided on a liberal scale by means of English Professors of high qualifications.

9. At the Anglo-vernacular College in the two divisions of the Bengal Presidency, the education may, on the whole, be considered to have been very efficient; the studies pursued take a high range, and the success of the students at the examinations for college distinctions shows that a fair proportion had benefited by the opportunities they had enjoyed, and had attained to a considerable degree of proficiency in the various branches of study. The recent substitution of independent Examiners for the Professors or other officers attached to the colleges, by whom the examinations were formerly conducted, has not been found to alter the character of the reports, which are still very favourable. No change in the constitution of the Government Colleges in Bengal was called for by the Court's orders of 1854, nor, as far as

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can be ascertained, is there any material difference between the numbers attending the colleges in the Lower Provinces in 1854-55 and those in 1856-57, the latest period for which returns have been received. No reports respecting education in the North-Western Provinces have been received for a later period than the year 1854-55.

10. In Madras, the High School has been remodelled, and formed into an institution somewhat resembling the Presidency College at Calcutta; but, in consequence of the less advanced state of education throughout the Presidency generally, the Madras College does not take so high a range, and partakes less of a collegiate character. In the Provinces, four Provincial Schools have been established, which it is hoped will eventually be formed into Provincial Colleges, and which will give an education qualifying for admission into the higher institution at Madras.

11. In Bombay, where provision, as above remarked, was made for imparting an education of a high order in the two Government or *quasi*-Government Collegiate Institutions, the favourable impressions which formerly prevailed, founded on the reports of the annual examinations as to the results of the course of instruction pursued in them, have recently been much diminished. The students trained in the institutions in question, on being subjected to the test of an examination conducted by individuals unconnected with the colleges, have been found to fail in so many of the most ordinary and essential qualities of well-trained scholars, that it can only be supposed that the reports of former years had led to a very erroneous estimate of the acquirements of the students who had then passed the examination. The disappointment arising from this discovery was felt, not only by those who had interested themselves in the promotion of general education, but also by all those classes from which the students of the colleges in question have been heretofore supplied; and the result has been a great falling off in the attendance at both the Elphinstone Institution and the Poona College. Efforts have been made to remove this feeling, as well as to improve the course of instruction in the colleges, and it is understood that the number of students is now gradually increasing. It may be remarked that the failures thus brought to light resulted from a course of instruction arranged long before Government assumed the direct control of educational operations at Bombay, and that the exposure of the delusive system pursued was in fact brought about by the more close attention paid to the subject in consequence of the organization of the Department of Education.

12. It was provided by the scheme of 1854 that below the colleges there should be classes of schools in regular gradation, which should be placed in connection with the colleges and with each other by means of scholarships to be held in the superior institutions by pupils gaining them at the schools immediately below them.

13. The Government Schools next in order to the colleges, and from which the supply of pupils for these institutions would naturally come, are not in all the Presidencies formed precisely on the same plan, nor do they in all localities bear the same designation, being denominated respectively Provincial Schools, Collegiate Schools, High Schools, Zillah Schools, or merely Government Anglo-Vernacular Schools. In

Bengal the expense of these schools is for the most part defrayed wholly from the public revenues, except so far as it may be met by the payments of the pupils, and other small sources of income which arise at some of the schools. In the North-Western Provinces, few schools of this class are maintained, the question of the best mode of supplying the large towns generally with schools not having been determined by Government when the recent disturbances broke out. Of the existing schools the greater number are supported by Missionaries, to a few of which grants-in-aid had been made previously to the outbreak of the Mutiny. In Madras, four Provincial Schools and a few Zillah Schools have been constituted, but education of the character which these classes of schools are designed to afford is provided to a considerable extent by Missionary Societies, whose schools, since the grant-in-aid system has been in operation, have been extended and improved by means of grants from Government. In Bombay, there are four schools which might perhaps rank with the Madras Provincial Schools, and which are, fitted to prepare pupils for entrance into the colleges; and there are besides Government English or Anglo-Vernacular Schools in many of the Districts, corresponding in their general aim and scope with the Zillah Schools of Bengal.

14. Few additions, except in the Madras Presidency, have as yet been made to the number of Government English and Anglo-Vernacular Schools since 1854. The schools, however, are believed to be generally popular, and the numbers attending them show perhaps as great an increase as could have been expected; on the whole, it may be assumed, with respect to this class of schools, that though there is a considerable difference in the efficiency of the schools which it comprises, and though the lines which separates it from the class of schools next below it, may not be very clearly marked, it nevertheless, so far as the influence of the schools extends, constitutes an effective link in that chain of educational institutions which was the desire of the Court of Directors to render general throughout India.

15. Measures for the extension and improvement of Vernacular education had been sometime in progress, with more or less activity in different parts of India, when the Home Authorities of 1854 declared their wishes for the prosecution of the object in a more systematic manner, and placed the subject on a level, in point of importance, with that of the instruction to be afforded through the medium of the English language.

16. In the North-Western Provinces, active measures had been taken by the Lieutenant-Governor, the late lamented Mr. Thomason, for the accomplishment of the object. A system had been framed by that gentleman, and brought into active operation, with the full approval of the Court of Directors, which provided for the establishment of a Model School at the head-quarters of each Tehsildar, for the encouragement of the masters of indigenous schools to improve themselves, and to adopt improved methods of teaching, and for the regular inspection of the whole machinery by visitors of different grades, superintended by a Visitor-General—an office to which a highly qualified Civil Servant was appointed. This system had not been extended to all the districts previously to 1854, but it had been attended with such an amount of success, that authority was given in 1855-56 for bringing it into

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operation throughout the whole of the North-Western Provinces. In Bengal, a number of Vernacular Schools had been established several years previously, but whether from the low qualifications of the masters, or from the want of responsible superintendence, they had failed to obtain popularity, and were in gradual course of abandonment. In Madras, in the same manner, some Vernacular Schools which had been formed during the administration of Sir Thomas Munro, had died out for want of pupils, and the deficiency had not been supplied up to 1854, although a scheme of education had just previously been framed by the Madras Government, very much resembling in its leading features the plan then prescribed by the Court for general adoption. In Bombay, the late Board of Education had succeeded, with limited means, in establishing many new Vernacular Schools throughout the Presidency, as well as in raising to some extent the character of the education imparted in some of the indigenous schools.

17. If it must be admitted that previously to 1854 the subject of Vernacular education had not received in every part of India the full amount of attention which it merited, there can be no doubt that since the wishes of the Home Authorities have been so plainly declared, the Officers of the Department of Education, acting under the orders of the several Governments, have spared no pains to bring into operation throughout the districts entrusted to their superintendence, such measures as appeared most likely to place within reach of the general population the means of obtaining an education suited to their circumstances in life.

18. The modes of action which have been adopted in the several Presidencies exhibit, however, considerable diversity.

19. In the North-Western Provinces it was found that, although the schools established at the tehsil stations had been very successful, so far as regarded the attendance of the children in these towns, the inhabitants of the surrounding districts had not shared in the advantages of them to any considerable extent. A system of Hulkabundee, or Circle Schools, had been accordingly devised previously to 1854 for the special purpose of meeting the wants of the agricultural population. Under this system, several villages conveniently situated for the purpose are grouped together, and in a central situation a school is established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools, the consent of the landowners was to be obtained to the appropriation of a small percentage on the amount of the Government revenue, one per cent. being the amount paid, of which half was to be contributed by the landowners and half by the Government. The voluntary consent of the landowners was prescribed as an indispensable condition of the establishment of the system in any locality; and at the time of the outbreak in the North-Western Provinces in 1857, the requisite assent had been given to the scheme in many of the districts, and the sanction of the Home Authorities had been accorded (in 1857) to the proposal of the local Government, that in the re-settlement of the land revenue, the new plan should be universally introduced, and one per cent. on the Government demand should be set apart in all the districts for the support of this Hulkabundee system. It was calculated that when all the districts should have been re-settled (which should not have

been till 1874) Rupees 4,00,000 or £40,000 per annum would be available, one half of which, or Rupees 2,00,000, would be borne by Government.

20. These measures have necessarily been deranged by recent occurrences, and to what extent the machinery may have been brought into renewed action in the districts where order has been re-established no information has been afforded.

21. In the Lower Provinces of Bengal, several plans for promoting Vernacular education have been simultaneously introduced. In some of the districts, Mr. Thomason's plan, founded on the encouragement of indigenous schools by periodical inspection and by rewards, was brought into operation. In others, it was attempted to accomplish the object under the grant-in-aid rules, and in those districts a considerable number of schools have been established on that principle. Great difficulties, however, were encountered in obtaining local assistance and support; and the conclusion arrived at, after the experience of two or three years, by Mr. Pratt, the Inspector who most perseveringly followed this course of proceeding, was that it was vain to hope to base any general scheme of popular education, at least in the greater part of Bengal, on the grant-in-aid system under the prescribed rules. The Inspector of the Eastern Education Division, Mr. Woodrow, had *a priori* arrived at a similar conclusion, and had struck out an altogether different course, to which he had obtained the sanction of Government. The principle of his plan was to make use of the existing indigenous schools, and he proceeded by forming these schools into circles of three, four or five, and attaching to each circle a well qualified teacher, to be paid by Government, whose duty it would be to go from school to school, instructing village school-masters in their duties, and imparting instruction in the higher subjects to the more advanced pupils; encouragement being given to both masters and pupils by the prospect of small pecuniary rewards. This plan has so far been found very successful, and it is proposed to extend it to others of the educational divisions.

22. In Bombay, the educational officers have continued to prosecute the plan previously in force of forming Vernacular Schools on a partially self-supporting plan; it being intended, however, to introduce gradually the plan of "Circle" schools of a somewhat superior class. One peculiarity of the system pursued at Bombay is, that the schools maintained at the joint expense of Government and of the local community are constituted as Government Schools, instead of remaining like those under the grant-in-aid rules, private schools, receiving a grant from Government. The question of a change in this respect has been raised by the Government of India, and is still undetermined. In Madras, a plan of popular education was brought into operation in some of the Talooks of the Rajahmundry District, resembling very much the Hulkabundee system of the North-Western Provinces; but it is admitted that even if the plan could be maintained in Rajahmundry, and in districts similarly situated, it is inapplicable to districts under the revenue system prevailing generally in the Madras Presidency. A system has accordingly been lately sanctioned, as an experiment, in some of the Madras districts, based like the plan of Mr. Woodrow in Bengal, on the improvement of existing village schools,

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and on the encouragement of the school-masters to self-improvement, by the promise of a reward to be given in books or in money at the discretion of the Director.

23. From the time that measures have been taken for promoting the progress of education in India, great difficulty

Normal Schools.

has been experienced from the want of efficient masters for the various classes of schools; masters have from time to time been sent out from England, not only for the higher appointments, but for the charge of middle schools; but it was evident to those engaged in the work of education, that even for this last class of schools it would be impossible, except at an inordinate cost, to supply the requisite number from this country; while, for the Vernacular Schools, a local supply was manifestly indispensable. A Normal class had accordingly been commenced at Bombay, and one had been included in the proposed arrangements at Madras when the Court's orders of 1854 reached India, enjoining the establishment of Normal Schools in each Presidency, and promising to send out, on application, trained masters from this country to conduct them.

24. The Normal Schools which have since been established have been confined almost exclusively to those for Vernacular teachers; of those four have been established in Bengal, attended in all by 258 pupils. In the North-Western Provinces, a Normal class has been in operation at Benares, at which the masters of Vernacular Schools in that division attended for instruction and for practice; and sanction had been given, previously to the outbreak, to the establishment of training schools for Vernacular masters at Agra, and at two other places within the Provinces. The Normal School at Madras has been constituted to furnish masters both for Anglo-vernacular and for Vernacular schools. It has been placed on an efficient footing, having a model school and a practising school attached to it; and there is every prospect that it will turn out teachers well qualified to give instruction to the several classes of schools which it is designed to supply. No separate training institution has yet been established at Bombay, but Normal classes have been formed in connection with the colleges and principal English Schools within the Presidency, most of which are intended to supply teachers for Anglo-vernacular, as well as for Vernacular Schools.

25. It is well known that, even including the results of Missionary exertions, little progress has as yet been made

Female Education.

with female education in India. The late Mr. Drinkwater Bethune, then President of the Council of Education, established at his own expense a school at Calcutta for Hindoo female children of the higher classes in 1850; the school was taken up and supported by the Marquis of Dalhousie after Mr. Bethune's death, and on his Lordship's leaving India, it was assumed by Government, and is now supported at the public expense; it was at first attended by about 34 girls, but it did not afterwards show any great signs of vitality. It was placed in 1856 under a special Committee of Hindoo gentlemen, presided over by Mr. Cecil Beadon, one of the Secretaries to the Government of India, but no report has been received of the result of this arrangement.

26. The Court of Directors, when sanctioning the assumption by Government of the charge of Mr. Bethune's School, gave their cordial approval to the order of the Government of India, that female education should be considered to be as much within the province of the Council of Education as any other branch of education; and the Court's interest in the subject was further expressed in their despatch of July 1854, in which it was moreover declared that schools for females were to be included in those to which grants-in-aid might be given. Female schools have since been established by the local community at Dacca and at Howrah, for which grants-in-aid have been sanctioned; and girls have been reported to be in attendance at a few of the Vernacular Schools in the Eastern educational division of Bengal, where the Inspector, Mr. Woodrow, has extended to the girls the rewards, on attaining a certain proficiency in the subjects taught in the schools, which are enjoyed by the boys. At one school, Mr. Woodrow stated, there were "nineteen Brahminee girls, all of good parentage," and he added that he had in his indigenous schools more girls than there were in the Bethune and Central Schools together. But though he was sanguine that the number would shortly be greatly increased, he remarked that it would be necessary that the means of instruction for girls should be provided by Government, as the people are opposed to the elevation of females from their present degraded position.

27. A movement in furtherance of female education in the Agra District was commenced by the Deputy Inspector of Schools, Gopaul Sing, in 1855. The expense was, in the first instance, defrayed entirely from the public funds; "the agricultural classes, though quite willing and ready to make use of the schools, were not then prepared to go further, and to pay the teacher." The schools were attended by scholars of all classes of Hindoos, including a considerable proportion of Brahmins; and of the girls, the age of some exceeded 20 years, the remainder being from six years old to twenty. The masters were selected by the parents of the scholars, and Committees of respectable Native gentlemen were formed to exercise a general supervision over the schools, and to arrange for their visitation. The number of schools in the Agra District had risen in January 1857 to 288, and the attendance of the girls was estimated at 4,927. It being desired at that time to carry out the experiment of female education in a more efficient manner, sanction was sought, and obtained, to the assignment of Rupees 8,000 as a direct grant from Government for female schools in the district, to meet an estimated expenditure on 200 girls' schools of Rupees 13,200 per annum, the balance being provided from the Hulkabundee Cess and from other sources.

28. The movement in the Agra District had in the meantime extended to the districts of Muttra and Mynporee, though the number of schools was in these districts limited. At a female school in the city of Mynporee, there was an attendance of no fewer than 32 Mahomedan girls of respectable parentage.

29. A few girls' schools have been established in the Bombay Presidency. A Native gentleman has founded two such schools, on a

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munificent scale, at Ahmedabad. At Poona, an association of Native young men have established three female schools, and one such school has been set on foot by a Native gentleman residing at Dharwar. It was the opinion of the Acting Educational Inspector of the Deccan Division, Captain Lester, that "the prejudices against female education were fast disappearing," and that "there will be no more difficulty found in establishing female schools than there is in those for boys."

30. Although the special interest of the Home Authorities and of the several Governments in India, in the work of female education, has been plainly declared, and though there is no reason to doubt that the officers of the department have availed themselves of such opportunities as offered, to promote the object, it would not appear that, except in the case of the Agra and neighbouring districts, any active measures have been taken by the Department of Education for the establishment of female schools.

31. The following statement of the numbers attending the several classes of Government Colleges and Schools, excluding female schools and institutions for special education, has been compiled from the most recent reports :—

	Colleges.	Superior Schools.	Inferior Schools.
Bengal	654	6,071	7,097
N.-W. Provinces	1,370	550	6,588
Madras	290	1,331	1,759
Bombay	559	1,216	23,846

But the statement, from the want of adequate information and from defective classification and arrangement, is extremely unsatisfactory. The last Report on Education in the North-Western Provinces is that for 1854-55; that for Bombay for 1855-56; and those for Bengal and Madras for 1856-57 only. In the returns for the North-Western Provinces, the pupils attending the schools attached to the colleges are included in the number attending the colleges themselves; and the same is the case in respect to the Poona College under the Government of Bombay, where even the pupils in the Normal classes are included among the numbers attending the college. And again, the pupils in the elementary grant-in-aid schools in Bengal and those in the Hulkabundee Schools in the North-Western Provinces are excluded from the returns, while, as regards Bombay, the numbers of scholars in the inferior schools are brought into the statement on account of the practice, which has already been noticed, of constituting all schools in that Presidency receiving aid from the State as "Government

Schools," instead of leaving them, as elsewhere, to local management. The statement is, in fact, for all practical purpose, entirely useless.

32. In addition to the means provided directly by Government for affording education to the different classes of the community, colleges and schools have for many years been maintained with the same object by individuals, associations, or local communities, to some of which allusion has already been made. The liberality shown by the Natives, in some instances, in the maintenance of educational institutions, and the benefits which had resulted from the educational effects of Christian associations received recognition in the 49th and 50th paragraphs of the Education Despatch of July, 1851, and in the same Despatch sanction was given to the principle of grants-in-aid as the best and most effectual mode of calling out private efforts in aid of education to a still greater extent.

33. The introduction of this system was authorized from a regard to "the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the Natives of India," and it was expected that the plan of "this drawing support from local sources, in addition to contributions from the State," would result "in a far more rapid progress of education than would follow a mere increase of expenditure by the Government, while it possesses the additional advantage of fostering a spirit of reliance upon local exertions, and combination for local purposes, which is of itself of no mean importance."

34. The system, as authorized for India, was to be "based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted," and was to be given (within certain limits) "to all schools which impart a good secular education, provided they are under adequate local* management, are duly open to Government inspection, and are subjected to any other rules which may be prescribed by the Government notifications. In

* NOTE.—"This was explained to mean 'one or more' persons, such as private patrons, voluntary subscribers, or the trustees of endowments, who will undertake the general superintendence of the school, and be answerable for its permanence for some given time."

accordance with these views, it was suggested that notifications should be promulgated announcing the terms on which grants-in-aid would be made; and that in such notifications the principle of perfect religious neutrality, on which the grants were to be awarded, should be distinctly asserted.

35. The injunctions of the Court of Directors, as to the principles on which the grant-in-aid system was to be brought into operation, seem to have been carefully attended to in drafting the rules, in accordance with which the grants were to be made; and every endeavour appears to have been used to carry out in practice the principle of perfect religious neutrality on which the system was declared to be based.

36. The system has been applied in somewhat differing ways in the several Presidencies and Divisions of territory in India. In some of the educational districts in Bengal, as already stated, it has been

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extensively brought into operation in connection with Vernacular

NOTE.—Amount of Grants-in-aid sanctioned up to 30th April 1857.

IN BENGAL.		
Missionary Schools.	Other Schools.	Total.
Rs.	Rs.	Rs.
9,828	68,604	78,432
Per annum.		
IN MADRAS.		
Rs.	Rs.	Rs.
28,597	5,615	34,210
Per annum.		

No statements received from the North-Western Provinces and Bombay. In Bengal, the grants-in-aid have been further arranged in a tabular form as follows:—

English Schools.	Anglo-Vern. Schools.	Vern. Schools.
Rs.	Rs.	Rs.
35,916	19,850	23,616

37. The private institutions for education of a higher order are throughout India, as a general rule, under European management. In the case of many of these institutions the grant-in-aid system has been made use of for the extension and improvement of the means of instruction. The conductors of such schools, both English and Anglo-Vernacular, have, generally speaking, shown no indisposition to avail themselves of Government assistance on the prescribed terms; and the efficiency and consequent usefulness of the aided schools has, by means of the grants, been greatly promoted. The higher English Schools which have received grants are, for the most part, maintained in connection with Missionary bodies, for the obvious reason that there are few other private schools existing in India at which a liberal English education is afforded. Assistance for the establishment or improvement of Anglo-Vernacular Schools has, on the other hand, been obtained, to a great extent, by natives, either individually, or in association; and in some cases proposals have been made by natives with a view to the formation of higher or collegiate schools, where the instruction was to be conveyed by means of English, though from different causes no such institutions have yet been formed. But, while the European managers of schools have freely accepted grants-in-aid from Government, and equal readiness has been shown by the native community to seek assistance in the formation of schools where instruction in English may be afforded, no great alacrity appears to have been shown by the natives in making the necessary local efforts for securing the aid of Government under the grant-in-aid rules for the promotion of Vernacular education. It was attempted, as already observed, by Mr. Pratt, in the Southern Bengal Division, to secure the requisite local co-operation, and by dint of great exertion a considerable number of schools was established. But little value was attached by the general population, in all the Bengal districts, to any

Schools, in which cases it has been the native promoters of the school who have sought the grants from Government. In the North-Western Provinces, the assistance of Government was afforded to Vernacular education under special regulations, and the "grant-in-aid" system, technically so called, had, up to the time of the Mutiny, been applied only to a few schools affording a superior education. In Madras, the grants under the grant-in-aid rules have been for the most part made to schools of a higher class; the expense of such Vernacular Schools as have yet been provided being met in another way. In Bombay, the information as to the actual carrying out of the system is insufficient to show the classes of schools which have benefited by it.

education which was not likely, in the opinion of the people, to lead to a Government appointment, and in many of the districts to any education whatever: and Mr. Pratt was in consequence forced to the conclusion that the grant-in-aid system, as carried out under the existing rules, could not be made the basis of any extended system of popular education, these rules being regarded by him as "out of place in a country where the value of education is utterly unfelt by the mass of the people, based as they are on the supposition that the people of this country is so desirous of an improved description of instruction, that they will actually pay, not only schooling-fees, but, contributions from their private resources." The following remarks of Mr. Woodrow are sufficient to show the concurrence of that gentleman in Mr. Pratt's conclusions. "The poorest classes do not want schools at all, because they are too poor to pay schooling-fees and subscriptions, and because the labour of the children is required to enable them to live. The middle and upper classes will make no sort of sacrifice for the establishment of any but English Schools. Yet the rules in force presume the highest appreciation of education, because, based on the supposition that the people everywhere pay not only schooling-fees, but subscriptions for schools. In fact, we expect the peasantry and shop-keepers of Bengal to make sacrifices for education, which the same classes in England often refuse to make." The opinion of the Bengal officers, whose remarks have just been quoted, entirely corresponds with that formed by Mr. T. C. Hope, of the Bombay Civil Service, the active and intelligent Educational Inspector of the Guzerat Division. That officer has described in strong terms the discouragement and loss of time sustained by him, in his attempts, to secure the voluntary consent of the people to the establishment of schools under the grant-in-aid system, and the disappointment which frequently ensues on finding that, when the requisite consent has with difficulty been obtained, persons who have acquiesced in the measure, have drawn back from their engagements on being called on for payment of their subscription.

38. It would appear, from the Education Report of Bengal for 1857-58, which has just reached me in an imperfect shape through an unofficial channel, that the Lieutenant-Governor concurs in the doubts expressed by the officers of the Department as to the success of the grant-in-aid system in respect to elementary education. "It has been found," he remarks, "that the great mass of the people is not likely to be reached by the present system, the rules apparently presuming greater general interest in the advancement of their inferiors than really exists among the wealthy classes of natives, and larger contributions to the schools than can be afforded by the masses themselves, or are likely to be given for them by their more competent countrymen." At the same time Mr. Halliday seems to agree in the opinion of Mr. Gordon Young, the Director of Public Instruction for Bengal, that, by certain relaxations of the rules, the grant-in-aid system might be made applicable to classes now practically excluded from the benefit of it; but the modifications proposed by Mr. Gordon Young are of such a nature that, if adopted, they would in effect do away with the distinctive characteristics of the system.

39. I now proceed to offer some observations on the facts which have been brought out in the preceding review, and in doing so, I shall, as far as possible, follow the order in which the several branches of the subject are placed in the third paragraph of this despatch.

40. The Educational Department seems to have been framed in general accordance with the instructions of the Court of Directors. The cost of the new establishments for

Constitution of the new Department of Education.

managing the Department is no doubt large, as compared with the expenditure on the direct work of instruction; and though Her Majesty's Government are not prepared to pronounce it excessive, nevertheless, they are desirous that you should review the existing

Actual expenditure on education out of the Government Treasury in 1856-57 £ 2,33,890

Authorized amount of controlling establishments, which is probably in excess of the sum actually disbursed £ 53,890

establishments, and carefully consider whether the cost of the controlling establishments bears more than a fair proportion to the expenditure of Government on direct measures for instruction, and whether such cost is properly susceptible of reduction.

In considering this question, it must be borne in mind that the duty of the controlling officers is not merely to superintend the institutions directly supported by Government; but that it is the business of the Department to exercise a close scrutiny into all the agencies in operation throughout the country for the instruction of the people; to point out deficiencies wherever they exist; to suggest remedies to Government; and bring the advantages of education before the minds of the various classes of the community; to act as the channel of communication on the subject between Government and the community at large; and generally to stimulate and promote, under the prescribed rules, all measures having for their object the secular education of the people. It is evident that a very inadequate opinion would be formed of the value of the agency responsible for these varied duties, from a mere comparison of its cost with that of the existing educational institutions of Government, especially when it is considered that it has been necessary to constitute the controlling establishments at once on a complete footing, while the establishments for direct instruction are naturally of slower growth.

41. After a full consideration of the grounds on which the Court of Directors formerly gave their sanction, as a temporary arrangement, to the employment of Covenanted Civil Servants in the Department of Education, Her Majesty's Government are, on the whole, of opinion that, as a general rule, all appointments in the Department of Education should be filled by individuals unconnected with the service of Government, either Civil or Military. It is not their wish that officers now in the Department should be disturbed for the sole purpose of carrying out this rule, and they are aware that difficulty might at present be experienced in finding well-qualified persons, unconnected with the regular services, to fill vacant offices in the Department. But it is their desire that the rule now prescribed be kept steadily in view, and that every encouragement be given to persons of education to enter the educational service, even in the lower grades, by making it known

that, in the nominations to the higher officers in the Department, a preference will hereafter be given to those who may so enter it, if competent to discharge the duties.

42. The establishment of Universities was not a measure calculated *per se* to excite apprehensions in the Native mind. It did not in fact bring any new principle into operation, being little more than an expansion of the arrangements which had for many years been in operation, or testing the powers and attainments of the young men educated in the colleges and more advanced schools. No teaching of any sort was proposed to be given in connection with the Universities, and on the only point in connection with examinations for degrees, in respect to which any difficulty might have arisen, viz., that of reckoning the marks obtained by those candidates for honours who might voluntarily submit themselves to examination in Paley's Evidences of Christianity and Butler's Analogy of Revealed Religion, the Home Authorities determined that such computation should not be allowed, and thus removed all possible ground of misapprehension.

43. No special instructions on the subject of the Universities seem at present to be called for.

44. The institution of training schools does not seem to have been carried out to the extent contemplated by the Court of Directors. Her Majesty's Government agree in the remarks contained in the Despatch of July 1854, as to the necessity of such institutions for Anglo-Vernacular as well as for Vernacular Schools. All reports concur as to the want of trained masters in the schools in which English is taught, and as to the frequent inefficiency of the English teaching from the want of masters well acquainted with the language. It seems to be very seldom found practicable to secure in India the services of competent men, and the engagement of persons in this country appears, at present, the only available means of supplying the deficiency. This is evidently an expensive mode of proceeding, and it may be hoped that at no distant period institutions may be in operation at all the Presidencies, calculated to supply masters for all classes of schools, and thus in time greatly to limit, if not altogether to obviate, the necessity of recruiting the educational service by means of engagements made in this country. I request that a definite statement may be furnished of the measures which you may propose to take for this purpose.

45. The Government Anglo-Vernacular Colleges appear on the whole to be in a satisfactory state: and, in those cases where defects have been found to exist, measures are in progress for placing the institutions on a better footing.

46. The Government English and Anglo-Vernacular Schools seem to be generally in a satisfactory state, and to be not unpopular with the Native community. By the order of 1854, the extension of a graduated system of these schools throughout the provinces of India was proposed to be accomplished by the establishment of a limited number of Government Institutions of different grades, or, preferentially, by

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the encouragement of schools on the grant-in-aid plan: it being hoped that private schools aided by Government, would eventually take the place universally of the several classes of Government Institutions. I see no reason to make any change in the orders applicable to the class of schools which comes under this heading.

47. It appears that both the difficulties and the importance of female education are adequately appreciated by the officers of the Department of Education, and no present orders respecting it seem, therefore, to be required. But Her Majesty's Government are desirous of being made acquainted with the opinion which you may be led to form as to the genuineness of the change of feeling which appears in some localities to have taken place regarding it, and as to the nature and degree of the influence which may safely and properly be exerted by the officers of the Department of Education to promote the extension of the schools for females.

48. With regard to Vernacular education, it appears that, with the exception of the North-Western Provinces, where provision had been made for the gradual extension of schools over the entire country, by the combined operation of Mr. Thomason's scheme of Tehsili Schools, and the Hulkabundee system, no general plan had been decided on in any of the Presidencies. It is obvious that no general scheme of popular education could be framed which would be suitable for all parts of India. But, in accordance with the course followed in the North-Western Provinces by Mr. Thomason, and in some of the Bengal Districts by Mr. Woodrow, it is most important to make the greatest possible use of existing schools, and of the masters to whom, however inefficient as teachers, the people have been accustomed to look up with respect.

49. The difficulties experienced by the officers of the Department of Education, in establishing a general system of popular schools on the basis of the existing rules for the administration of grants-in-aid, has been already referred to. But, apart from the difficulty, and in many cases the impossibility, of obtaining the local support required for the establishment of a school under the grant-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency, not only to create a prejudice against education, but also to render the Government itself unpopular. And, besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion or of authority, there can be no doubt that the dignity of the Government is compromised by its officers appearing in the light of importunate, and often unsuccessful, applicants for pecuniary contributions for objects which the Government is confessedly very anxious to promote.

50. On the whole, Her Majesty's Government can entertain little doubt that the grant-in-aid system, as hitherto in force, is unsuited to the supply of Vernacular education to the masses of the population; and it appears to them, so far as they have been able to form an opinion, that the means of elementary education should be

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provided by the direct instrumentality of the officers of Government according to some one of the plans in operation in Bengal and the North-Western Provinces, or by such modification of those schemes as may commend itself to the several Local Governments as best suited to the circumstances of the different localities. Assuming that the task of providing the means of elementary Vernacular education for those who are unable to procure it for themselves is to be undertaken by the State, they are strongly of opinion that the officers of the Department of Education should be relieved from the onerous and invidious task of soliciting contributions for the support of these schools from classes whose means, for the most part, are extremely limited, and whose appreciation of the advantages of education does not dispose them to make sacrifices for obtaining it.

51. As regards the source from which the funds for elementary education should be obtained, it has been, on different occasions, proposed by officers connected with education, that, in order to avoid the difficulties experienced in obtaining voluntary local support, an education rate should be imposed, from which the cost of all schools, throughout the country should be defrayed. And other officers who have considered India to be as yet unprepared for such a measure, have regarded other arrangements as merely temporary and palliative, and the levy of a compulsory rate as the only really effective step to be taken for permanently supplying the deficiency.

52. The appropriation of a fixed proportion of the annual value of the land to the purpose of providing such means of education for the population immediately connected with the land seems *per se* unobjectionable, and the application of a percentage for the construction and maintenance of roads appears to afford a suitable precedent for such an impost. In the North-Western Provinces, the principle has already been acted on, though the plan has there been subjected to the important modification that the Government shares the burden with the land-holder, and that the consent of the latter shall be a necessary condition to the introduction of the arrangement in any locality. The several existing Inspectors of Schools in Bengal are of opinion that an education rate might without difficulty be introduced into that Presidency, and it seems not improbable that the levy of such a rate, under the direct authority of the Government, would be acquiesced in with far more readiness and with less dislike than a nominally voluntary rate proposed by the local officers.

53. I am desirous that, after due communication with the several Local Governments, you should carefully consider the subjects just discussed, and should furnish me with your opinion as to the necessity of relinquishing the existing grant-in-aid system as a means of providing popular Vernacular Schools throughout the country, and as to the expediency of imposing a special rate to defray the expense of schools for the rural population.

54. The peculiar objections which have been shown to attach to the grant-in-aid system, when applied to Vernacular education, do not appear to extend to it in connection with English and Anglo-Vernacular Schools. The conductors of existing schools of these kinds are

Grants-in-aid to English and Anglo-Vernacular Schools.

Despatch of 1859.

generally anxious to obtain grants, and the Government and its officers are, therefore, not placed in the unbecoming position of unsuccessful applicants for pecuniary contribution towards a public object, which the Government is known to be desirous to promote, but which its influence is seen to be unable to secure.

55. On the other hand, the comparatively small number of scholars in the Government Colleges and Schools sufficiently shows what ample scope there is for every agency which can be brought into the field of educational labour, and the expediency of making use of, and fostering, all such agency as is likely to engage in the work with earnestness and efficiency. There can be no doubt of the great advantage of promoting in the native community a spirit of self-reliance, in opposition to the habit of depending on Government and its officers for the supply of local wants; and if Government shall have undertaken the responsibility of placing within reach of the general population the means of a simple elementary education, those individuals or classes who require more than this may, as general rule, be left to exert themselves to procure it with or without the assistance of Government.

56. You are aware that, besides the other advantages of the plan of grants-in-aid, the authority of the Despatch of 1854 regarded the system as carrying out in the most effectual manner the principle of perfect religious neutrality, and as solving in the best practicable way various difficult questions connected with Education, arising out of the peculiar position of the British Government in India. If, on the one hand, by the natural operation of the system, grants have been made to Missionary Societies, assistance has, on the other, been extended to schools under the management of natives, whether Hindu or Mahomedan. The principles of perfect neutrality in matters of religion, on which the system has been brought into operation in India, have been laid down and promulgated with unmistakeable distinctness in the published rules. The amount contributed to Missionary Institutions bears but a small proportion to the general expenditure on education, and besides the numerous Native schools established under the grant-in-aid system in the mufussal, the Sanskrit College and the Madrassa, are maintained in their integrity at Calcutta, for the exclusive benefit of the members of the Hindu and Mahomedan communities respectively.

57. But as it has been alleged that, notwithstanding these precautions, jealousy has been excited by the assistance indirectly extended, through the medium of grants-in-aid, to Missionary teaching, I am anxious to learn your opinion as to the manner in which, on the whole, the grant-in-aid system operates; as to the necessity of making any or what alterations in the existing rules; and as to the feeling with which, in your opinion, it is regarded by the native community in those districts in which it has been brought into operation.

58. The several branches into which the subject divided itself, with reference to the Despatch of 1854, have now been examined, and as far as possible, under the circumstances, disposed of; but in referring to you for consideration and report the subject of the state and prospects of education in India, I cannot leave unnoticed the

question of religious teaching, and more particularly that of the reading of the Holy Scriptures, in the Government Schools.

59. From the earliest period at which the British Government in India directed its attention to the subject of education, all its measures, in consistency with the policy which regulated its proceedings in other Departments of the State, have been based on the principle of perfect religious neutrality; in other words, on an abstinence from all interference with the religious feelings and practices of the natives, and on the exclusion of religious teaching from the Government Schools. As a necessary part of this policy, the Holy Scriptures have been excluded from the course of teaching, but the Bible has a place in School Libraries, and the pupils are at liberty to study it, and to obtain instruction from their masters as to its facts and doctrines out of school hours, if they expressly desire it. This provision is displeasing to many of those who have interested themselves in the education of the people of India, and some of the Missionaries especially are much dissatisfied with it, and are desirous that direct instruction in the Bible should be afforded in the Government Schools as a part of the regular course of teaching. Some of the greatest friends of native education, however, who are warmly interested in Missionary operations, declared themselves, before the Parliamentary Committees of 1853, to be averse to any change in the established policy of Government in this respect. The main argument of these gentlemen rested on the alarm and distrust which would probably be excited by the introduction of religious teaching into the Government Schools, even if attendance on the Bible classes were declared to be voluntary. But it was further observed, that it would not be honest to accept the consent of the people themselves to attend the classes, and that it was not probable that the assent of the parents would be given; and it was pointed out that most of the masters in the Government Institutions are natives, and that instruction in the facts and doctrines of the Bible, given by Heathen teachers, would not be likely to prove of much advantage.

60. It would certainly appear that the formation of a class for instruction in the Bible, even though attendance on it might be voluntary, would at any time be a measure of considerable hazard, and at best of doubtful countervailing advantage; more especially at the present time, the introduction of a change in this respect might be found peculiarly embarrassing. The proclamation of Her Majesty's Government, on assuming the direct control of the Government of India, plainly declared that no interference with the religion of the people, or with their habits and usages, was to take place. Now, though in this country there might seem but a slight difference between the liberty enjoyed by the pupils to consult their teachers out of school hours with regard to the teaching of the Bible, and the formation of a class for affording such instruction in school hours to such as might choose to attend it, it is to be feared that the change would seem by no means a slight one to the natives of India, and that the proposed measure might, in a political point of view, be objectionable and dangerous as tending to shake the confidence of the native community in the assurances of a strict adherence to past policy in respect to religious neutrality, which Her Majesty has been pleased to put forth.

61. The free resort of pupils of all classes to Government Schools, even at times when unusual alarm has been excited in the minds of the natives, is a sufficient proof of the confidence which is felt in the promises of Government, that no interference with religious belief will be allowed in their schools, and this confidence Her Majesty's Government would be very reluctant to disturb by any change of system which might give occasion to misapprehension. They are unable, therefore, to sanction any modification of the rule of strict religious neutrality, as it has hitherto been enforced in the Government Schools, and it accordingly remains that the Holy Scriptures, being kept in the Library, and being open to all the pupils who may wish to study them, and the teachers being at liberty to afford instruction and explanations regarding them to all who may voluntarily seek it, the course of study in all the Government Institutions be, as heretofore, confined to secular subjects.

62. It is my intention in this Despatch to confine my remarks to the subject of General Education, and I therefore abstain from noticing the means of instruction in the special subjects of Medicine, Law and Civil Engineering, which are afforded in Government Colleges at the different Presidencies. I will merely remark that, through those Institutions, a course of honourable occupation is opened out to those young men who, having obtained a certain amount of general education, apply themselves to any one of the special subjects of study, and go through the prescribed examination. Some of the institutions have been in operation for many years, and a large number of the native youth who have passed through them are engaged in the public service, and others are prosecuting the practice of their profession on their own account.

63. I am happy to add that inducements to self-improvement are not confined to such special employments. It has long been the object of the several Governments to raise the qualifications of the public servants even in the lowest appointments, and, by recent orders, no person can, without a special report from the appointing officer, be admitted into the service of Government on a salary exceeding Rs. 6 per mensem, who is destitute of elementary education; and elaborate rules have been framed, by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of the service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate offices in the administration in the manner contemplated by the new rules.

64. It is the desire of Her Majesty's Government that your report shall not be confined to those points which have been especially referred to in this Despatch, but shall embrace the whole subject of General Education. They will expect to receive, among other things, full statistical information as to the number of schools established since 1854, whether by Government or with the aid of Government; the number of pupils on the books, and the condition of the attendance; the cost of the several schools; and the whole expense incurred by the Government under the various heads of controlling establishments, instructive establishments and grants-in-aid; and also, as far as practical, the number and character of schools unconnected with Government aid

or control. The impressions which they have received, and the views which they have expressed, are necessarily, from the want of sufficient information, stated with some reservation, and they will expect to receive from you the means of judging of the correctness of their conclusions, together with a full and deliberate expression of your opinion as to the operation of the existing scheme of education in all its parts.

65. In conclusion, I have to call your attention to the question referred to at the commencement of this Despatch, viz., that of the connection between the recent disturbances in India and the measures in progress for the prosecution of education. It is only in the reports of a few of the officers of the Bengal Government that any official information is afforded on this point, and in them the evidence amounts but to little, and is confined to Bihar. In that province, previously to the outbreak, it was reported that some jealousy had been raised by the part taken by Government in the work of education; but it would appear that this jealousy had originated rather from a general indisposition to Government interference, and from a vague feeling that the spread of knowledge itself is inconsistent with the maintenance of the native religions, than from special objection to any part of the Government scheme. In the reports from Bihar, since the commencement of the mutinies, the continued existence of such feelings is not mentioned, and the disposition of the people towards education is spoken of in less discouraging terms, and it is satisfactory to find that in few cases had any schools been given up in consequence of the disturbances, though some schools had been suspended for a time by the presence of rebels in the village.

66. It is impossible to found any conclusions on information so manifestly insufficient as that which Her Majesty's Government possess, and they have, therefore, to commend this most important question to your careful consideration. It is obvious that measures, however good in themselves, must fail, if unsuited to those for whose benefit they are intended; and it seems important, therefore, to learn whether, in any of the measures taken by Government in recent years to promote the education of the natives of India, have been such as to afford just ground of suspicion or alarm; whether, notwithstanding the absence of any just ground of alarm, there has, in fact, existed a misunderstanding of the intentions of Government with regard to their measures which excited apprehensions, however, unfounded; and whether any, and what alterations of existing arrangements can be devised, by which, without drawing back from the great duty so deliberately affirmed in the Despatch of the 19th July 1854 of raising the moral, intellectual and physical condition of Her Majesty's subjects in India, by means of improved and extended facilities of education, the risk of misapprehension may be lessened, and the minds of the people may be set at rest.

3—INDIAN EDUCATIONAL POLICY, 1904.

Resolution No. 199—211, dated the 11th March 1904, by the Govt. of India, Home Dept.

EDUCATION in India, in the modern sense of the word, may be said to date from the year 1854, when the Court of Directors, in a memorable despatch, definitely accepted the systematic promotion of general education as one of the duties of the State, and emphatically declared that the type of education which they desired to see extended in India was that which had for its object the diffusion of the arts, science, philosophy, and literature of Europe; in short, of European knowledge.

2. The acceptance of this duty was an important departure in policy. The advent of British rule found in India systems of education of great antiquity existing among both Hindus and Muhammadans, in each case closely bound up with their religious institutions. To give and to receive instruction was enjoined by the sacred books of the Brahmans, and one of the commentaries on the Rig Veda lays down in minute detail the routine to be followed in committing a text-book to memory. Schools of learning were formed in centres containing considerable high caste populations, where Pandits gave instruction in Sanskrit grammar, logic, philosophy, and law. For the lower classes, village schools were scattered over the country, in which a rudimentary education was given to the children of traders, petty landholders, and well-to-do cultivators. The higher education of Muhammadans was in the hands of men of learning, who devoted themselves to the instruction of youth. Schools were attached to mosques and shrines and supported by State grants in cash or land, or by private liberality. The course of study in a Muhammadan place of learning included grammar, rhetoric, logic, literature, jurisprudence, and science. Both systems, the Muhammadan no less than the Hindu, assigned a disproportionate importance to the training of the memory, and sought to develop the critical faculties of the mind, mainly by exercising their pupils in metaphysical refinements and in fine-spun commentaries on the meaning of the texts which they had learnt by heart.

3. The first instinct of British rulers was to leave the traditional modes of instruction undisturbed and to continue

the support which they had been accustomed to receive from Indian rulers. The Calcutta Madrasa for Muhammadans was founded by Warren Hastings in 1782, and the Benares College for Hindus was established in 1791. Provision was made for giving regular assistance to education from public funds by a clause in the Charter Act of 1813, which empowered the Governor-General in Council to direct that one lakh of rupees in each year should be "set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India."

4. This grant was at first applied to the encouragement of Oriental methods of instruction by paying stipends to students. But the presence of the British in India brought about profound changes in the social and administrative conditions of the country; and these in their turn reacted on the educational policy of Government. The impulse towards reform came from two sources, the need for public servants with a knowledge of the English language, and the influence in favour both of English and Vernacular education which was exercised by the missionaries in the early years of the nineteenth century. The well-known Minute written by Lord Macaulay (at that time Legal Member of Council and Chairman of the Committee of Public Instruction) in 1835 marks the point at which official recognition was given to the necessity of public support for Western education. Then followed a period of attempts, differing in different provinces, to extend English education by the establishment of Government schools and colleges, and by strengthening the indigenous schools; while missionary effort continued to play an important part in promoting educational progress.

5. In their despatch of 1854,* the Court of Directors announced their decision that the Government should actively assist in the more extended and systematic promotion of general education in India. They regarded it as a sacred duty to confer upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge. They hoped by means of education to extend the influence

* Known as Sir Charles Wood's Despatch, the then President of the Board of Control. It is believed to have been drafted by John Stuart Mill.

which the Government was exerting for the suppression of demoralizing practices, by enlisting in its favour the general sympathy of the native mind. They also sought to create a supply of public servants to whose probity offices of trust might with increased confidence be committed, and to promote the material interests of the country by stimulating its inhabitants to develop its vast resources. The measures which were prescribed for carrying out this policy were—

(2) the foundation of Universities at the Presidency towns; (3) the establishment of training schools for teachers; (4) the maintenance of the existing Government colleges and schools of a high order, and the increase of their number when necessary; (5) increased attention to all forms of vernacular schools; and finally (6) the introduction of a system of grants-in aid which should foster a spirit of reliance upon local exertions, and should in course of time render it possible to close or transfer to the management of local bodies many of the existing institutions.

6. The policy laid down in 1854 was re affirmed in 1859 when the administration had been transferred to the Crown. The Universities of Calcutta, Madras, and Bombay were incorporated in 1857, and those of the Punjab and Allahabad in 1882 and 1887, respectively. The growth of schools and colleges proceeded most rapidly between 1871 and 1882, and was further augmented by the development of the municipal systems, and by the Acts which were passed from 1865 onwards providing for the imposition of local cesses which might be applied to the establishment of schools. By the year 1882 there were more than two million and a quarter of pupils under instruction in public institutions. The Education Commission of 1882-83 furnished a most copious and valuable report upon the state of education as then existing, made a careful inquiry into the measures which had been taken in pursuance of the despatch of 1854, and submitted further detailed proposals for carrying out the principles of that despatch. They advised increased reliance upon and systematic encouragement of private effort, and their recommendations were approved by the Government of India. Shortly afterwards a considerable devolution of the management of Government schools upon Municipalities and District Boards was effected, in accordance with the principles of local self-government then brought into operation.

7. As a result of these continuous efforts we find in existence to-day a system of public instruction, the influence of which extends in varying degrees to every part of India, and is upon the whole powerful for good. The system includes five Universities, those of Calcutta, Bombay, Madras, the Punjab, and Allahabad, which prescribe courses of study and examine the students of affiliated colleges. These colleges are widely scattered throughout the country and number in all 191 (exclusive of some colleges outside British India, which are not incorporated in the Provincial statistics), with 23,009 students on the rolls. In them provision is made for studies in Arts and Oriental learning, and for professional courses of Law, Medicine, Engineering, Teaching and Agriculture. Below the colleges are secondary schools, to the number of 5,493, with an attendance of 558,378 scholars, and primary schools numbering 98,538, with 3,268,726 pupils. Including special schools, technical and industrial schools of art, and normal schools for teachers, the total number of colleges and schools for public instruction amounts to 105,306, with 3,887,493 pupils; and if to these are added the "private institutions" which do not conform with departmental standards, the total number of scholars known by the Education Department to be under instruction reaches about $4\frac{1}{2}$ millions. The gross annual cost of maintaining these institutions exceeds 400 lakhs, of which 127 lakhs are derived from fees, and 83 lakhs from endowments, subscriptions, and other private sources; while the expenditure from public funds aggregates 191 lakhs, of which 104 lakhs are derived from Provincial and Imperial revenues, 74 lakhs from local and Municipal sources, and 13 lakhs from the revenues of Native States. It is a striking feature of the system, and one which must constantly be borne in mind when dwelling upon its imperfections, that its total cost to the public funds, provincial and local together, falls short of £1,300,000 annually. The wider extension of education in India is chiefly a matter of increased expenditure; and any material improvement of its quality is largely dependent upon the same condition.

8. It is almost universally admitted that substantial benefits have been conferred upon the people themselves by the advance which has been made in Indian education within

Its merits and defects.

the last fifty years; that knowledge has been spread abroad to an extent formerly undreamed of; that new avenues of employment have been opened in many directions; and that there has been a marked improvement in the character of the public servants now chosen from the ranks of educated natives, as compared with those of the days before schools and Universities had commenced to exercise their elevating influence. But it is also impossible to ignore the fact that criticisms from many quarters are directed at some of the features and results of the system as it exists at present, and that these criticisms proceed especially from friends and well-wishers of the cause of education. Its shortcomings in point of quantity need no demonstrations. Four villages out of five are without a school; three boys out of four grow up without education, and only one girl in forty attends any kind of school. In point of quantity the main charges brought against the system are to the general effect (1) that the higher education is pursued with too exclusive a view to entering Government service, that its scope is thus unduly narrowed, and that those who fail to obtain employment under Government are ill-fitted for other pursuits; (2) that excessive prominence is given to examinations; (3) that the courses of study are too purely literary in character; (4) that the schools and colleges train the intelligence of the students too little, and their memory too much, so that mechanical repetition takes the place of sound learning; (5) that in the pursuit of English education the cultivation of the vernaculars is neglected, with the result that the hope expressed in the Despatch of 1854 that they would become the vehicle for diffusing Western knowledge among the masses is far as ever from realization.

The Governor-General in Council having closely considered the subject, and having come to the conclusion that the existing methods of instruction stand in need of substantial reform, has consulted the Local Governments and Administrations upon the measures necessary to this end, and believes that he has their hearty concurrence in the general lines of the policy which he desires to prescribe. He therefore invites all who are interested in raising the general level of education in India, and in spreading its benefits more widely, to co-operate in giving effect to the principles laid down in this Resolution. With this object in view, an attempt is made in the following

paragraphs to review the whole subject in its various aspects, to point out the defects that require correction in each of its branches, and to indicate the remedies which in the opinion of the Government of India ought now to be applied.

9. A variety of causes, some historical and some social have combined to bring about the result that in India, far more than in England, the majority of students who frequent the higher schools and the Universities are there for the purpose of qualifying themselves to earn an independent livelihood; that Government service is regarded by the educated classes as the most assured, the most dignified, and the most attractive of all careers; and that the desire on the part of most students to realize these manifold advantages as soon and as cheaply as possible tends to prevent both schools and colleges from filling their proper position as places of liberal education. On these grounds it has often been urged that the higher interests of education in India are injuriously affected by the prevailing system of basing selection for Government service on the school and University attainments of those who come forward as candidates for employment. Some indeed have gone so far as to suggest that educational standards would be indefinitely raised if it were possible to break off these material relations with the State, and to institute separate examinations for the public service under the control of a special board organized on the model of the English Civil Service Commission.

10. The Government of India cannot accept this opinion. It appears to them that such examinations, if established admittedly as a substitute for, and not merely as supplementary to, the University course, would necessarily be held in subjects differing from those prescribed by the University; and that two distinct courses of study would thus exist side by side, only one of them leading to Government service. If students attempted to compete in both lines, the strain of excessive examination, already the subject of complaint, would be greatly intensified; while, on the other hand, if the bulk of them were attracted by the prospect of obtaining Government appointments, the result would be the sacrifice of such intellectual improvement as is achieved under the existing system. Success in the Government examination would become the sole standard of culture, the influence of the Universities would decline, the value of their

degrees would be depreciated, and the main stream of educational effort would be diverted into a narrow and sordid channel. Such a degradation of the educational ideals of the country could hardly fail to react upon the character of the public service itself. The improved tone of the native officials of the present day dates from, and is reasonably attributed to, the more extended employment of men who have received a liberal education in the Universities, and have imbibed through the influence of their teachers some of the traditions of English public life. Nor is there any reason to believe that by introducing its own examinations the Government would raise the standard of fitness, or secure better men for the public service than it obtains under the present system. There is a general consensus of opinion among all the authorities consulted that no examining board would do better than the Universities. If a separate examination did no more than confirm the finding of the Universities, it would be obviously superfluous; if it conflicted with that finding, it would be mischievous.

11. The Government is in the last resort the sole judge as to the best method of securing the type of officers which it requires for its service. It alone possesses the requisite knowledge and experience: and by these tests must its decision be guided. The principle of competition for Government appointments was unknown in India until a few years ago; it does not spring from the traditions of the people, and it is without the safeguards by which its operation is controlled in England. It sets aside, moreover, considerations which cannot be disregarded by a Government whose duty it is to reconcile the conflicting claims of diverse races, rival religions, and varying degrees of intellectual and administrative aptitude and adaptability. For the higher grades of Government service there is no need to have recourse to the system, since it is possible in most cases for the Government to accept the various University degrees and distinctions as indicating that their holders possess the amount of knowledge requisite to enable them to fill particular appointments; while in the case of the more technical departments, a scrutiny of the subjects taken up by the candidate, and of the degree of success attained in each, will sufficiently indicate how far he possesses the particular knowledge and bent of mind that his duties will demand. The Government of India are of opinion, therefore, that special competitions should, as a general rule, be dispensed

with; and that the requisite acquaintance with the laws, rules, and regulations of departments may best be attained during probationary service, and tested after a period of such service. In short, the Government of India hold that the multiplication of competitive tests for Government service neither results in advantage to Government nor is consistent with the highest interests of a liberal education. In fixing the educational standards which qualify for appointments, the natural divisions of primary, secondary, and University education should be followed; school and college certificates of proficiency should, so far as possible, be accepted as full evidence of educational qualifications, regard being paid, within the limits of each standard, to their comparative value; and due weight should be attached to the recorded opinions of collegiate and school authorities regarding the proficiency and conduct of candidates during their period of tuition.

12. Examinations, as now understood, are believed to have been unknown as an instrument of general education in ancient India, nor do they figure prominently in the Despatch of 1854. In recent years they have grown to extravagant dimensions, and their influence has been allowed to dominate the whole system of education in India, with the result that instruction is confined within the rigid framework of prescribed courses, that all forms of training which do not admit of being tested by written examinations are liable to be neglected, and that both teachers and pupils are tempted to concentrate their energies not so much upon genuine study as upon the questions likely to be set by the examiners. These demoralizing tendencies have been encouraged by the practice of assessing grants to aided schools upon the results shown by examination. This system, adopted in the first instance on the strength of English precedents, has now been finally condemned in England, while experience in India has proved that, to whatever grade of schools it is applied, it is disastrous in its influence on education and uncertain in its financial effects. It will now be replaced by more equitable tests of efficiency, depending on the number of scholars in attendance, the buildings provided for their accommodation, the circumstances of the locality, the qualifications of the teachers, the nature of the instruction given, and the outlay from other sources, such as fees and private endowments or subscriptions. The

The abuse of examinations.

educational Codes of the various Provinces are being revised so as to embody these important reforms, and to relieve the schools and scholars from the heavy burden of recurring mechanical tests. In future there will be only two examinations preceding the University course. The first of these, the primary examination, will mark the completion of the lowest stage of instruction, and will test the degree of proficiency attained in the highest classes of primary school. But it will no longer be a public examination held at centres to which a number of schools are summoned; it will be conducted by the inspecting officer in the school itself. The second examination will take place at the close of the secondary, usually an Anglo-Vernacular course, and will record the educational attainments of all boys who have completed this course. In both stages of instruction special provision will be made for the award of scholarships.

In giving effect to this change of system, it will be necessary to guard against the danger that the subordinate inspecting agency may misuse the increased discretion entrusted to them. The principles upon which the grant to an aided school is to be assessed must therefore be laid down by each Local Government in terms sufficiently clear to guide the inspecting officer in his recommendations; precautions must be taken against the abuse of authority, or the perfunctory performance of the duties of inspection; and in those provinces where the application of standards of efficiency other than those afforded by written examinations is a novelty, it will be incumbent upon the Education Department, by conferences of inspecting officers and by other means, to secure a reasonable degree of uniformity in the standards imposed. The Governor-General in Council does not doubt that the discipline and ability of the educational services will prove equal to maintaining, under the altered conditions, a system of independent and efficient inspection.

13. From the earliest days of British rule in India private enterprise has played a great part in the promotion of both English and Vernacular Education, and every agency that could be induced to help in the work of imparting sound instruction has always been welcomed by the State. The system of grants-in-aid was intended to elicit support from local resources, and to foster a spirit of initiative and

Government control
and private enterprise.

combination for local ends. . It is supplemented by the direct action of Government which, speaking generally, sets the standard, and undertakes work to which private effort is not equal, or for which it is not forthcoming. Thus the educational machinery now at work in India comprises not only institutions managed by Government, by District and Municipal Boards, and by Native States, but also institutions under private management, whether aided by Government or by local authorities, or unaided. All of these which comply with certain conditions are classed as public institutions. They number, as already stated, 105,306 in all; and over 82,500 are under private management.

The progressive devolution of primary, secondary, and collegiate education upon private enterprise, and the continuous withdrawal of Government from competition therewith was recommended by the Education Commission in 1883, and the advice has been generally acted upon. But while accepting this policy, the Government of India at the same time recognize the extreme importance of the principle that in each branch of education Government should maintain a limited number of institutions, both as models for private enterprise to follow and in order to uphold a high standard of education. In withdrawing from direct management, it is further essential that Government should retain a general control, by means of efficient inspection, over all public educational institutions.

14. Primary education is the instruction of the masses, through the vernacular, in such subjects as will best stimulate their intelligence and fit them for their position in life. It was found in 1854 that the consideration of measures to this end had been too much neglected and a considerable increase of expenditure on primary education was then contemplated. The Education Commission recommended in 1883 that "the elementary education of the masses, its provision, extension, and improvement should be that part of the educational system to which the strenuous efforts of the State should be directed in a still larger measure than before." The Government of India fully accept the proposition that the active extension of primary education is one of the most important duties of the State. They undertake this responsibility, not merely on general grounds, but because, as Lord Lawrence observed in 1868, "among all

the sources of difficulty in our administration and of possible danger to the stability of our Government, there are few so serious as the ignorance of the people." To the people themselves, moreover, the lack of education is now a more serious disadvantage than it was in more primitive days. By the extension of railways the economic side of agriculture in India has been greatly developed, and the cultivator has been brought into contact with the commercial world, and has been involved in transactions in which an illiterate man is at a great disadvantage. The material benefits attaching to education have at the same time increased with the development of schemes for introducing improved agricultural methods, for opening agricultural banks, for strengthening the legal position of the cultivator, and for generally improving the conditions of rural life. Such schemes depend largely for their success upon the influence of education permeating the masses and rendering them accessible to ideas other than those sanctioned by tradition.

15. How, then, do matters stand in respect of the

Its extent.

extension among the masses of primary education? The population of British India is over two hundred and forty millions. It is commonly reckoned that fifteen per cent. of the population are of school-going age. According to this standard there are more than eighteen millions of boys who ought now to be at school, but of these only a little more than one-sixth are actually receiving primary education. If the statistics are arranged by Provinces, it appears that out of a hundred boys of an age to go to school, the number attending primary schools of some kind ranges from between eight and nine in the Punjab and the United Provinces, to twenty-two and twenty-three in Bombay and Bengal. In the census of 1901 it was found that only one in ten of the male population and only seven in a thousand of the female population were literate. These figures exhibit the vast dimensions of the problem, and show how much remains to be done before the proportion of the population receiving elementary instruction can approach the standard recognized as indispensable in more advanced countries.

16. While the need for education grows with the

Its progress.

growth of population, the progress towards supplying it is not now so rapid as it was in former years. In 1870-71 there were 16,473 schools with 607,320 scholars; in 1881-82 there were 82,916

with 2,061,541 scholars. But by 1891-92 these had only increased to 97,109 schools with 2,837,607 scholars, and the figures of 1901-02 (98,538 schools with 3,268,726 scholars) suggest that the initial force of expansion is somewhat on the decline; indeed the last year of the century showed a slight decrease as compared with the previous year. For purposes of exact comparison some allowances have to be made for differences in the basis of the statistics, but their broad effect is not altered by these modifications. Nor has the rate of growth of primary schools kept pace with that of secondary schools, in which the number of scholars has considerably more than doubled during the last twenty years. It may be said indeed that the expansion of primary schools has received a check in recent years from the calamities of famine and plague; and it is further impeded by the indifference of the more advanced and ambitious classes to the spread of primary education. These, however, are minor obstacles, which would soon be swept away if the main difficulty of finding the requisite funds for extending primary education could be overcome.

17. The expenditure upon primary education does not admit of exact statement, since the cost of the instruction given in the lower classes of secondary schools is not separately shown, nor is the expenditure on the administration and inspection of primary schools capable of separate calculation. But the direct outlay from public funds upon primary schools stands as follows:—

	1886-87.	1891-92.	1901-02.
	Rs.	Rs.	Rs.
From Provincial funds ...	16,00,239	13,43,343	16,92,514
From Local and Municipal funds	26,07,624	35,86,208	46,10,387
Total	42,07,863	49,29,551	63,02,901

18. On a general view of the question the Government of India cannot avoid the conclusion that primary education has hitherto received insufficient attention and an inadequate share of the public funds. They consider that it possesses a strong claim upon the sympathy both of the Supreme Government and of the Local Governments, and should be made a leading charge

upon Provincial revenues; and that in those provinces where it is in a backward condition, its encouragement should be a primary obligation. The Government of India believe that Local Governments are cordially in agreement with them in desiring this extension, and will carry it out to the limits allowed by the financial conditions of each province.

19. In so far as District or Municipal Boards are required to devote their funds to education, primary education should have a predominant claim upon their expenditure. **Functions of local authorities.** The administration of primary schools by local bodies is already everywhere subject to the general supervision of the Education Department as regards tuitional matters; but the degree of control differs in different provinces, and where it is most complete, primary education is most advanced. It is impossible to extend that control to financial matters, as there are other objects besides education which have legitimate claims upon local funds. But it is essential, in order to ensure that the claims of primary education receive due attention, that the educational authorities should be heard when resources are being allotted, and that they should have the opportunity of carrying their representations to higher authority in the event of their being disregarded. In future, therefore, so much of the budget estimates of District or Municipal Boards as relates to educational charges will be submitted through the Inspector to the Director of Public Instruction before sanction.

20. The course of instruction in primary schools naturally consists mainly of reading and writing (in the vernacular) and arithmetic. **Courses in primary schools.** Progress has been made in several parts of India during recent years in the introduction of Kindergarten methods and object-lessons. Where these methods have been applied with discretion by competent teachers, who have discarded elaborate forms and foreign appliances, and have used for the purpose of instruction objects familiar to the children in their every-day life, they have been productive of much benefit by imparting greater life and reality to the teaching, and by training the children's faculties and powers of observation. The experience which has been gained of Kindergarten teaching in Madras and Bombay has enabled those provinces to effect steady advances in the system; a complete scheme has been drawn up for

Bengal, for the introduction of which teachers are being trained; and a manual of the subject is being prepared in the Punjab, where well designed courses of object-lessons are already given. The Government of India look with favour upon the extension of such teaching, where competent teachers are available, as calculated to correct some of the inherent defects of the Indian intellect, to discourage exclusive reliance on the memory, and to develop a capacity for reasoning from observed facts. Physical exercises also find a place in the primary schools, and should as far as possible be made universal. A series of native exercises, systematized for the use of schools, has been adopted in the Central Provinces, and has been commended to the attention of the other Local Governments.

21. The instruction of the masses in such subjects as Rural primary schools. will best fit them for their position in life involves some differentiation in the courses for rural schools, especially in connection with the attempts which are being made to connect primary teaching with familiar objects. In Bombay a separate course of instruction, with standards of its own, is prescribed. In the Central Provinces a system of half-time schools has been successfully established, providing simple courses of instruction in the mornings for the children of agriculturists, who work in the fields during the rest of the day. This system seems worthy of imitation elsewhere; at present a similar experiment made in the Punjab has met with less success. The aim of the rural schools should be, not to impart definite agricultural teaching, but to give to the children a preliminary training which will make them intelligent cultivators, will train them to be observers, thinkers, and experimenters in however humble a manner, and will protect them in their business transactions with the landlords to whom they pay rent and the grain dealers to whom they dispose of their crops. The reading books prescribed should be written in simple language, not in unfamiliar literary style, and should deal with topics associated with rural life. The grammar taught should be elementary, and only native systems of arithmetic should be used. The village map should be thoroughly understood; and a most useful course of instruction may be given in the accountant's papers, enabling every boy before leaving school to master the intricacies of the village accounts and to understand the demands that may be made upon the cultivator. The Government of India regard

it as a matter of the greatest importance to provide a simple, suitable, and useful type of school for the agriculturist, and to foster the demand for it among the population. This and other reforms in primary schools will involve some revision of the pay of primary teachers which varies greatly and in some provinces is too small to attract or to retain a satisfactory class of men. Thus in Bengal the rates fall as low as Rs. 5 per month, while the average pay in the Bombay Presidency rises to Rs. 17 and Rs. 18. The matter has been under consideration, and improvements will be made where they are most needed.

22. The growth of secondary instruction is one of the most striking features in the history of education in India. The number of secondary schools has risen in the last twenty years from 3,916 to 5,493 and that of their pupils from 214,077 to 558,378. In all provinces there is considerable eagerness among parents to afford their sons an English education, and the provision and maintenance of a high school are common objects of liberality among all sections of the community. Whether these schools are managed by public authority or by private persons, and whether they receive aid from public funds or not, the Government is bound in the interest of the community to see that the education provided in them is sound. It must, for example, satisfy itself in each case that a secondary school is actually wanted; that its financial stability is assured; that its managing body, where there is one, is properly constituted; that it teaches the proper subjects up to a proper standard; that due provision has been made for the instruction, health, recreation, and discipline of the pupils; that the teachers are suitable as regards character, number, and qualifications; and that the fees to be paid will not involve such competition with any existing school as will be unfair and injurious to the interests of education. Such are the conditions upon which alone schools should be eligible to receive grants-in-aid or to send up pupils to compete for or receive pupils in enjoyment of Government scholarships; and schools complying with them will be ranked as "recognized" schools. But this is not sufficient. It is further essential that no institution which fails to conform to the elementary principles of sound education should be permitted to present pupils for the University examinations; and in future admission to the Universities should be restricted to *bonâ fide* private candidates and to

candidates from recognized schools. In this way the schools which enjoy the valuable privilege of recognition will in return give guarantees of efficiency in its wider sense; and the public will be assisted in their choice of schools for their children by knowing that a school which is "recognized" is one which complies with certain definite conditions.

23. It is frequently urged that the courses of study in secondary schools are too literary in their character. The same complaint is otherwise expressed by saying that the high school courses are almost exclusively preparatory to the University Entrance Examination, and take insufficient account of the fact that most of the scholars do not proceed to the University, and require some different course of instruction. Attempts have therefore been made, in pursuance of the recommendations of the Education Commission, to introduce alternative courses, analogous to what is known in England as a "modern side," in order to meet the needs of those boys who are destined for industrial or commercial pursuits. These attempts have not hitherto met with success. The purely literary course, qualifying as it does both for the University and for Government employ, continues to attract the great majority of pupils, and more practical studies are at present but little in request. The Government of India, however, will not abandon their aim. In the present stage of social and industrial development it appears to them essential to promote diversified types of secondary education, corresponding with the varying needs of practical life. Their efforts in this direction will be seconded by that large body of influential opinion which has supported the recommendation of the Universities Commission that the Entrance Examination should no longer be accepted as a qualifying test for Government service.

24. But the question what subjects should be taught and by what means proficiency in them should be tested forms only a part of the larger problem of the true object of secondary education. Whatever courses a school may adopt it should aim at teaching them well and intelligently, and at producing pupils who have fully assimilated the knowledge which they have acquired, and are capable of more sustained effort than is involved in merely passing an examination. Some test of course there must be, and the Government of India are disposed to think that the

best solution of the difficulty will probably be found in adapting to Indian conditions the system of leaving examinations, held at the conclusion of the secondary course, which has been tried with success in other countries. Such examinations would not dominate the courses of study, but would be adapted to them, and would form the natural culminating point of secondary education—a point not to be reached by sudden and spasmodic effort, but by the orderly development of all the faculties of mind under good and trained teaching. They would be of a more searching character than the present entrance test, and the certificate given at their close would be evidence that the holder had received a sound education in a recognised school, that he had borne a good character, and that he had really learnt what the school professed to have taught him. It would thus possess a definite value, and would deserve recognition not only by Government and the Universities but also by the large body of private employers who are in want of well-trained assistants in their various lines of activity.

25. The remark has often been made that the extension in India of an education modelled upon European principles

Ethics of education.

and so far as Government institutions are concerned, purely secular in its character, has stimulated tendencies unfavourable to discipline, and has encouraged the growth of a spirit of irreverence in the rising generation. If any schools or colleges produce this result, they fail to realize the object with which they are established—of promoting the moral no less than the intellectual and physical well-being of their students. It is the settled policy of Government to abstain from interfering with the religious instructions given in aided schools. Many of these, maintained by native managers or by missionary bodies in various parts of the Empire, supply religious and ethical instruction to complete the educational training of their scholars. In Government institutions the instruction is, and must continue to be, exclusively secular. In such cases the remedy for the evil tendencies noticed above is to be sought, not so much in any formal methods of teaching conducted by means of moral text-books or primers of personal ethics, as in the influence of carefully selected and trained teachers, the maintenance of a high standard of discipline, the institution of well-managed hostels, the proper selection of text-books,

such as biographies, which teach by example, and above all in the association of teachers and pupils in the common interests of their daily life. Experience has further shown that discipline and conduct are sure to decline when the competition between schools is carried so far as to allow scholars to migrate from one school to another without inquiry being made as to their conduct at their previous school and their reasons for leaving it. Rules have accordingly been framed regulating the admission of scholars to Government and aided schools and their promotion on transfer from one school to another so as to secure that a record of their conduct shall be maintained and that irregularities and breaches of discipline shall not pass unnoticed. These rules will now be extended to all unaided schools which desire to enjoy the benefits of recognition.

26. Except in certain of the larger towns of Madras, where, like Urdu in Northern India, it serves to some extent

Languages in schools.

the purpose of a *lingua franca*, English has no place, and should have no place in the scheme of primary education. It has never been part of the policy of Government to substitute the English language for the vernacular dialects of the country. It is true that the commercial value which a knowledge of English commands, and the fact that the final examinations of the high schools are conducted in English, cause the secondary schools to be subjected to a certain pressure to introduce prematurely both the teaching of English as a language and its use as the medium of instruction; while for the same reasons the study of the vernacular in these schools is liable to be thrust into the back ground. This tendency, however, requires to be corrected in the interest of sound education. As a general rule a child should not be allowed to learn English as a language until he has made some progress in the primary stages of instruction and has received a thorough grounding in his mother-tongue. It is equally important that when the teaching of English has begun, it should not be prematurely employed as the medium of instruction in other subjects. Much of the practice, too prevalent in Indian schools, of committing to memory ill-understood phrases and extracts from text-books or notes, may be traced to the scholars having received instruction through the medium of English

before their knowledge of the language was sufficient to enable them to understand what they were taught. The line of division between the use of the vernacular and of English as a medium of instruction should, broadly speaking, be drawn at a minimum age of 13. No scholar in a secondary school should, even then, be allowed to abandon the study of his vernacular, which should be kept up until the end of the school course. If the educated classes neglect the cultivation of their own languages, these will assuredly sink to the level of mere colloquial dialects possessing no literature worthy of the name, and no progress will be possible in giving effect to the principle, affirmed in the Despatch of 1854, that European knowledge should gradually be brought by means of the Indian vernaculars, within the reach of all classes of the people.

27. In their efforts to promote female education the Government have always encountered peculiar difficulties arising from the social customs of the people; but they have acted on the view that through female education a "far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men," and have accordingly treated this branch of education liberally in respect of scholarships and fees. Nevertheless though some advance has been made, female education as a whole is still in a very backward condition. The number of female scholars in public schools in the year 1901-02 was 444,470, or less than a ninth of the number of male scholars. The percentage of girls in public schools to the total female population of school-going age has risen from 1·58 in the year 1886-87 to 2·49 in 1901-02. This rate of progress is slow. The Education Commission made recommendations for the extension of female education, and the Government of India hope that with the increase of the funds assigned in aid of education their proposals may be more fully carried out. The measures which are now being taken for further advance include the establishment in important centres of model primary girls' schools, an increase in the number of training schools, with more liberal assistance to those already in existence, and a strengthening of the staff of inspectresses. The direct action of Government will be exerted in cases where that of the

municipalities and local boards does not suffice. Nearly one half of the girls in public schools are in mixed boys'-girls' schools. Their attendance along with boys is often beneficial to them, especially in village schools, and nothing in the report of the Commission of 1882 need be taken as indicating that such attendance ought to be discouraged. Great assistance is rendered to the cause of female education generally by missionary effort, and in the higher grades especially by *zanana* teaching. The Government of India desire that such teaching shall be encouraged by grants-in-aid.

28. In founding the Universities of Calcutta, Bombay, and Madras, the Government of India of that day took as their

University education.

model the type of institution then believed to be best suited to the educational conditions of India, that is to say, the examining University of London. Since then the best educational thought of Europe has shown an increasing tendency to realize the inevitable shortcomings of a purely examining University, and the London University itself has taken steps to enlarge the scope of its operations by assuming tutorial functions. The model, in fact, has parted with its most characteristic features, and has set an example of expansion which cannot fail to react upon the corresponding institutions in India. Meanwhile the Indian experience of the last fifty years has proved that a system which provides merely for examining students in those subjects to which their aptitudes direct them, and does not at the same time compel them to study those subjects systematically under first-rate instruction, tends inevitably to accentuate certain characteristic defects of the Indian intellect:—the development of the memory out of all proportion to the other faculties of the mind, the incapacity to observe and appreciate facts, and the taste for metaphysical and technical distinctions. Holding it to be the duty of a Government which has made itself responsible for education in India to do everything in its power to correct these shortcomings, the Governor General in Council two years ago appointed a Commission, with the Hon'ble Mr. T. Raleigh as President, to report upon the constitution and working of the Universities, and to recommend measures for elevating the standard of University teaching and promoting the advancement of learning. After full consideration of the report

of this Commission, and of the criticisms which it called forth, the Government of India have come to the conclusion that certain reforms in the constitution and management of the Universities are necessary. They propose that the Senates, which from various causes have grown to an unwieldy size, should be reconstituted on a working basis and that the position and powers of the Syndicates should be defined and regulated. Opportunity will be taken to give a statutory recognition to the privilege of electing members of the Senate which, since 1891, has been conceded by way of experiment to the graduates of the three older Universities. A limit will be placed upon the number of *ex-officio* fellows; and a reduction will be made in the maximum numbers of the Senates so as to restrict nominations to those bodies to the persons well qualified to discharge their responsible duties. Powers will be conferred upon all the Universities to make suitable provision for University teaching. The teaching given in colleges will, instead of being tested mainly or wholly by external examinations, be liable to systematic inspections under the authority of the Syndicate; and the duty of the University not only to demand a high educational standard from any new college that desires to be recommended to Government for affiliation, but also gradually to enforce a similar standard in colleges already affiliated, will be carefully defined. A college applying for affiliation will be required to satisfy the University and the Government that it is under the management of a regularly constituted governing body; that its teaching staff is adequate for the courses of instruction undertaken; that the buildings and equipment are suitable, and that due provision is made for the residence and supervision of the students; that, so far as circumstances permit, due provision is made for the residence of some of the teaching staff; that the financial resources of the college are sufficient; that its affiliation, having regard to the provision for students made by neighbouring colleges, will not be injurious to the interests of education or discipline; and that the fees to be paid by the students will not involve competition injurious to the interests of education with any existing college in the same neighbourhood. Colleges already affiliated will be inspected regularly and will be required to show that they continue to comply with the conditions on which the privilege of affiliation is granted. The necessary improvement

in the Universities and their affiliated colleges cannot be carried out without financial aid. This the Government of India are prepared to give; and they trust that it will be possible to afford liberal recognition and assistance to genuine effort on the part of the colleges to adapt themselves to the new conditions. They also hope that this increase of expenditure from the public funds may be accompanied by an increase in the aid given to colleges and Universities by private liberality, so that the policy of progressive development which was adopted in 1854 may be consistently followed, and that the influence of the improved Universities may be felt throughout the educational system of the country.

29. The problem of the education of European and Eurasian children in India has been anxiously considered by the Government of India on many occasions. As long ago as 1860 Lord Canning wrote that if measures for educating this class were not promptly and vigorously taken in hand, it would grow into a profitless and unmanageable community, a source of danger rather than of strength to the State. Since then repeated efforts have been made both by the Government and by private agency to place the question on a satisfactory basis by establishing schools of various grades, both in the plains and in the hills, by giving liberal grants-in-aid, and by framing a code of regulations applicable to all forms of instruction that the circumstances require. As a result of this action there are now more than 400 schools and colleges for Europeans in India, with nearly 30,000 scholars, costing annually 42½ lakhs, of which 8½ lakhs are contributed by public funds. Notwithstanding the expenditure incurred, recent enquiries have shown that a large proportion of these schools are both financially and educationally in an unsatisfactory condition. Munificent endowments still support flourishing schools in certain places; but in some cases these endowments have been reduced by mismanagement; and too many of the schools are unable to support themselves in efficiency upon the fees of the scholars and the grants made by Government on the scale hitherto in force. Their most conspicuous want is well qualified teachers; especially in schools for boys; and this cannot be met so long as their financial position precludes them from offering to the members of their staff fair salaries, security of tenure, and reasonable

prospects of advancement. The Government in its turn is interested in maintaining a sufficient supply of well educated Europeans to fill some of the posts for which officers are recruited in India; while without efficient schools the domiciled community must degenerate rapidly in this country. The Government of India are taking steps to ascertain and to supply the chief defects in the system. A single Inspector in each of the provinces is being charged specially with the duty of inspecting European schools; a Training College for teachers in these schools is to be established at Allahabad, and stipends are to be provided for the students; a register of teachers will be formed, and in future, no one will be employed without proper tuitional qualifications. The system, both of grants-in-aid and of scholarships, are being revised on a more liberal basis; and more intelligent methods of testing efficiency are to be substituted for the rigid system of departmental examinations which has hitherto prevailed. Measures will also be taken to secure the proper administration of endowments and to enforce sound methods of financial control in those schools which depend upon Government for assistance.

30. During the last thirty years the idea that the changed conditions of Indian life demand a change in the traditional modes of education, has found acceptance amongst the ruling Chiefs of Native States. Chiefs' Colleges have been established of which the most important are those at Ajmer, Rajkot and Lahore, where some of the features of the English public school system have been reproduced, with the object of fitting young Chiefs and Nobles physically, morally, and intellectually for the responsibilities that lie before them. Convinced of the great importance of promoting this object, His Excellency the Viceroy has closely examined the organization and conduct of these colleges which appeared to admit of improvement, and has placed before the ruling Chiefs proposals of a comprehensive character for their reform. An increase will be made in the number of teachers of high qualifications to be engaged upon the staff; and in regulating the studies and discipline of the colleges, the aim kept in view throughout will be the preparation of the sons of ruling Chiefs for the duties which await them, on lines which will combine the advantages of Western knowledge with loyalty to the traditions and usages of their families or States. The proposals have been

received by the Chiefs with satisfaction; the interest of the aristocratic classes has been universally aroused in the scheme; and the institution of the Imperial Cadet Corps, which will in the main be recruited from these colleges, will assist to keep this interest alive. The Governor-General in Council confidently hopes that the reforms now in course of execution will result in giving a great impetus to the cause of education among the Indian nobility.

31. Technical education in India has hitherto been mainly directed to the higher forms of instruction required to train men for Government service as engineers, mechanics, electricians, overseers, surveyors, revenue officers or teachers in schools, and for employment in railway workshops, cotton mills, and mines. The institutions which have been established for these purposes, such as the Engineering Colleges at Rurki, Sibpur, and Madras, the Colleges of Science at Poona, the Technical Institute at Bombay, and the Engineering School at Jubbulpur, have done and are doing valuable work, and their maintenance and further development are matters of great importance. The first call for fresh effort is now towards the development of Indian industries, and especially of those in which native capital may be invested. Technical instruction directed to this object must rest upon the basis of a preliminary general education of a simple and practical kind, which should be clearly distinguished from the special teaching that is to be based upon it, and should as a rule be imparted in schools of the ordinary type. In fixing the aim of the technical schools, the supply or expansion of the existing Indian markets is of superior importance to the creation of new export trades; and a clear line should be drawn between educational effort and commercial enterprise. As a step towards providing men qualified to take a leading part in the improvement of Indian industries, the Government of India have determined to give assistance in the form of scholarships to selected students to enable them to pursue a course of technical education under supervision in Europe or America. They hope that the technical schools of India may in time produce a regular supply of young men qualified to take advantage of such facilities, and that the good will and interest of the commercial community may be enlisted in the selection of industries to be studied, in finding the most suitable students for foreign training, and in turning their attainments to practical account upon their return to this

country. The experience which has been gained in Japan and Siam of the results of sending young men abroad for study justifies the belief that the system will also be beneficial to Indian trade.

32. There are four Schools of Art in British India,—

Schools of Art. at Madras, Bombay, Calcutta, and Lahore.

The aims to be pursued in them, and the methods proper to those aims, have been the subject of much discussion during recent years. The Government of India are of opinion that the true function of Indian Schools of Art is the encouragement of Indian Art and Art industries; and that in so far as they fail to promote these arts or industries, or provide a training that is dissociated from their future practice, or are utilized as commercial ventures, they are conducted upon erroneous principles. Their first object should be to teach such arts or art industries as the pupil intends to pursue when he has left the school. Examples of the arts which may thus be taught to those who will practice them professionally in future, or to drawing masters, are:—designing (with special reference to Indian arts and industries), drawing, painting, illumination, modelling, photography, and engraving. The art industries taught in Schools of Art should be such as are capable of being carried on in the locality, and in which improvement can be effected by instructing pupils or workmen by means of superior appliances, methods, or designs. Instruction in these arts or art industries should be directed to their expansion through the improvement of the skill and capacity of the pupil or workman, but it should not be pushed to the point of competing with local industries, of doing within the school what can equally well be done outside, or of usurping the sphere of private enterprise. The schools should not be converted into shops, nor should the officers of the Education Department be responsible for extensive commercial transactions; but samples of the wares produced may legitimately be kept, for sale or for orders, and may be exhibited in public museums. A register of the workmen or pupils trained in school should be kept, with the object of enabling orders which may be received to be placed with advantage. The teaching should be in the hands of experts, trained as a rule in Indian Colleges or in Art Schools. The specialization of a limited number of arts and art industries in the several schools should be preferred to the simultaneous teaching of a large number. Free admission and scholarships should, as a

general rule, be discouraged, and should gradually be replaced by payment of fees; but this is compatible with giving necessary assistance to promising pupils, and with the payment of wages to students as soon as their work becomes of value.

33. Industrial schools are intended to train intelligent artisans or foremen, and to further or develop those local industries which are capable of expansion by the application of improved methods or implements. Schools of this type are not numerous, nor have they at present succeeded in doing much to promote the growth of industries. A recent enumeration gives their total number as 123, with 8,405 pupils in attendance, and the number of different trades taught as 48. Some are conducted by Government, either as separate institutions or attached to Schools of Art, while others are managed by local authorities, or by private persons under a system of grants-in-aid. Their shortcomings are obvious and admitted. A large proportion of the pupils who attend them have no intention of practising the trade they learn, but pass into clerical and other employments, using the industrial schools merely in order to obtain that general education which they could acquire in ordinary schools at less cost to the State, but at greater cost to themselves. Even for those who do intend to follow the trades taught in the industrial schools, it is feared that in some cases the teaching given does not provide a training of a sufficiently high standard to enable them to hold their own with artisans who have learnt their craft in the bazaar. The industries selected are frequently not those which are locally of most importance, and there is an undue predominance of carpentry and blacksmiths' work amongst them.

34. An attempt will now be made to remedy these defects. The Government of India do not expect a large immediate increase in the number of industrial schools, and they desire rather to encourage experiment than to prescribe fixed types for this form of education. Admission will be confined to those boys who are known by their caste or occupation to be likely to practise in after life the handicrafts taught in the schools, and the courses of study will be so ordered as not to lend themselves to the manufacture of clerks, but to bear exclusively upon carefully selected industries. A distinction will be drawn between those types of

school which will be suitable for the large centres of industry, where capital is invested on a great scale and the need of trained artizans is already recognized by the employers, and those adapted to places where hand industries prevail and where the belief in the value of technical training has yet to make its way. In the former the prospects are favourable for the establishment of completely equipped trade schools, such as are found in other countries; in the latter, search has still to be made for the kind of institution which will take root in Indian soil. Suggestions for experiment based upon observation of the habits and tendencies of Indian artizans have been placed before the Local Governments. They will be pursued further under the advice of skilled experts in particular industries.

35. A system of education intended to impart "useful and practical knowledge, suitable to every station in life," cannot be considered complete without ampler provision than exists at present in India for school training definitely adapted to commercial life. There is at present no University course of training of a specialized description for business men; in the field of secondary education the establishment of examinations and the inclusion of commercial subjects in the optional lists of subjects for examination have outstripped the progress made in the organization of courses of instruction. The beginnings which have been made at Bombay, Lucknow, Calicut, Amritsar, and elsewhere, show that the attempt to provide suitable courses meets with encouraging response; and increased attention will now be given to the extension of such teaching in large centres of commerce and population. The proper development of the teaching demands that it should be adapted to Indian needs and should not be based merely upon English text-books. The London Chamber of Commerce examinations supply a convenient test for those pupils (especially Europeans) who are likely to proceed to England. Commercial courses, leading up to this or other examinations, are now being placed upon an equality with purely literary courses as a qualification for Government service. But their chief aim will be to supply practical training for those who are to enter business houses either in a superior or subordinate capacity. Registers will be kept of the pupils who have been so trained, and endeavours will be made to find employment for them by communication with Chambers

of Commerce and mercantile firms. The Government of India trust that they may look for the co-operation of the mercantile community in framing suitable courses of instruction, and in giving preference in selecting employes to those who have qualified themselves by directing their studies towards those subjects which will be useful in commercial life.

36. For a country where two-thirds of the population are dependent for their livelihood on the produce of the soil, it must be admitted that the provision for agricultural education in India is at present meagre and stands in serious need of expansion and reorganization. At Poona in Bombay and Saidapet in Madras there are colleges teaching a three years' course, which is fairly satisfactory at Poona, though the staff is hardly strong enough, while at Saidapet the training is somewhat defective on the practical side. In the United Provinces the school at Cawnpore has a two years' course, especially intended for the training of subordinate revenue officials in which direction it has done and is doing very good work, but the teaching staff is weak and the equipment inadequate. At Nagpur a school with a two years' course gives good practical education, and special arrangements are made for a vernacular class for sons of landowners and others. Bengal has added to the Engineering College at Sibpur, near Calcutta, classes which give a two years' agricultural training to students who have taken their B.A. degree at the University or have passed the F.E. standard in the college; but the conditions are not such as to admit of a thoroughly satisfactory course. In the Punjab and Burma no attempt has as yet been made to teach agriculture. In all these institutions instruction is given almost entirely in English, and until advanced textbooks have been compiled in the vernacular this must continue to be the case in all but the most elementary classes.

37. At present, therefore, while the necessity for developing the agricultural resources of the country is generally recognized, India possesses no institution capable of imparting a complete agricultural education. The existing schools and colleges have not wholly succeeded, either in theory or in practice. They have neither produced scientific experts, nor succeeded in attracting members of the land-holding classes to qualify themselves as practical agriculturists.

Both of these defects must be supplied before any real progress can be looked for. In the first place an organization must be created by which men qualified to carry on the work of research, and to raise the standard of teaching, can be trained in India itself. Before agriculture can be adequately taught in the vernacular, suitable text-books must be produced, and this can only be done by men who have learnt the subject in English. The Government of India have therefore under their consideration a scheme for the establishment of an Imperial Agricultural College in connection with an Experimental Farm and Research Laboratory, to be carried on under the general direction of the Inspector-General of Agriculture, at which it is intended to provide a thorough training in all branches of agricultural science combined with constant practice in farming work and estate management. In addition to shorter courses for those students who are intended for lower posts, there will be courses of instruction extending to five years, which will qualify men to fill posts in the Department of Agriculture itself, such as those of Assistant Directors, Research Experts, Superintendents of Farms, Professors, Teachers, and Managers of Court of Wards and Encumbered Estates. It is hoped that a demand may arise among the landowning classes for men with agricultural attainments and that the proposed institution may succeed in meeting that demand. Arrangements will also be made to admit to the higher courses those who have undergone preliminary training at the Provincial colleges and thereby to exercise upon those colleges an influence tending gradually to raise their standard of efficiency.

38. If the teaching in secondary schools is to be raised to a higher level,—if the pupils are to be cured of their tendency to rely upon learning notes and text books by

heart, if, in a word, European knowledge
Training colleges. is to be diffused by the methods proper to it,—then it is most necessary that the teachers should themselves be trained in the art of teaching. Even in England divided counsels have till recent times prevented due progress from being made with this most essential condition of the reform of secondary education. The Indian Education Commission referred to the conflict of opinion upon this fundamental principle, and to the diversity of practice which prevailed; and while hesitating to lay down a general rule requiring secondary teachers to be

trained, recommended "as an inadequate, but the only practicable alternative," that an examination in the principles and practice of teaching should be instituted, success in which should hereafter be made a condition of permanent employment as a teacher in any secondary school. Other and larger views of the subject are now in the ascendant, and the Government of India are glad to know that the principle of providing training institutions for secondary teachers meets with universal acceptance among the Local Governments and Administrations. There already exist at Madras, Kurseong, Allahabad, Lahore, and Jubbulpore, institutions in which students are trained for service as teachers in the highest classes of secondary schools. Such students have either passed the Entrance or the Intermediate Examination of the University or are graduates. These institutions have done good work, and the time has come to extend the system to the provinces where it does not exist, notably Bombay, and to endeavour to create a supply of trained teachers which shall be adequate to the needs of the secondary schools throughout the country. Not only must the supply be increased, but the quality of the training given must be improved.

39. The details of the measures taken with that object are already engaging the attention of the various Local Governments. But the general principles upon which the Government of India desire to see the training institutions developed are these. An adequate staff of well-trained members of the Indian Educational Service is required, and for this purpose it will be necessary to enlist more men of ability and experience in the work of higher training. The equipment of a Training College for secondary teachers is at least as important as that of an Arts College, and the work calls for the exercise of abilities as great as those required in any branch of the Educational Service. The period of training for students must be at least two years, except in the case of graduates, for whom one year's training may suffice. For the graduates the course of instruction will be chiefly directed towards imparting to them a knowledge of the principles which underlie the art of teaching, and some degree of technical skill in the practice of the art. It should be a University course, culminating in a University degree of diploma. For the others, the course should embrace the extension, consolidation, and revision of their general

studies; but the main object should be to render them capable teachers, and no attempt should be made to prepare them for any higher external examination. The scheme of instruction should be determined by the authorities of the Training College and by the Education Department; and the examination at the close of it should be controlled by the same authorities. The training in the theory of teaching should be closely associated with its practice, and for this purpose good practising schools should be attached to each college, and should be under the control of the same authority. The practising school should be fully equipped with well trained teachers, and the students should see examples of the best teaching, and should teach under capable supervision. It is desirable that the Training College should be furnished with a good library, and with a museum in which should be exhibited samples, models, illustrations, or records of the school work of the province. Every possible care should be taken to maintain a connection between the Training College and the school, so that the student on leaving the college and entering upon his career as a teacher may not neglect to practise the methods which he has been taught, and may not (as sometimes happens) be prevented from doing so and forced to fall into line with the more mechanical methods of his untrained colleagues. The trained students whom the college has sent out should be occasionally brought together again, and the inspecting staff should co-operate with the Training College authorities in seeing that the influence of the college makes itself felt in the schools.

40. The institution of Normal Schools for primary ^{Training schools for} teachers, which was enjoined by the ^{primary teachers.} Despatch of 1854, has been very generally carried out. Recent enquiries into the sufficiency of their number have shown that an increase is called for in some provinces, notably in Bengal; and provision is being made for this increase, its possibility depending partly upon the salaries paid to primary teachers being sufficient to induce men to undergo a course of training. The usual type of normal school is a boarding school, where students who have received a vernacular education are maintained by stipends and receive further general education, combined with instruction in the methods of teaching, and practice in teaching, under supervision. The course differs in length in the different provinces. In future it will as a general rule be for not less than two years.

41. Steps are also being taken to supply courses of training specially suited for teachers of rural schools. These do not attempt the impossible task of reforming the agricultural practice of the peasantry by the agency of village school masters imbued with a smattering of scientific theory. They serve the more limited and practical purpose of supplying the village schools with teachers whose stock-in-trade is not mere book learning, and whose interests have been aroused in the study of rural things, so that they may be able to connect their teaching with the objects which are familiar to the children in the country schools. Various plans are being tried, such as drafting the teachers from the normal school to a Government farm and training them there for six months, or giving a continuous course at the normal school itself by means of lectures combined with practice in cultivating plots of ground or school gardens. Experience will show which methods work best in different provinces and it is not necessary to pronounce in favour of one plan to the exclusion of others.

42. Great importance is attached by the Government of India to the provision of hostels or, Hostels. boarding-houses, under proper supervision in connection with colleges and secondary schools. These institutions protect the students who live in them from the moral dangers of life in large towns; they provide common interests and create a spirit of healthy companionship; and they are in accord not only with the usage of English public schools and colleges but also with the ancient Indian tradition that the pupil should live in the charge of his teacher. Missionary bodies have joined with alacrity in the extension of this movement. The credit for the first hostel established in India is claimed by the Madras Christian College, which still continues to add others; and a striking example of the success of the residential system is to be found in the Muhammadan Anglo-Oriental College at Aligarh. The Local Governments have been active both in founding hostels for Government colleges and schools and in aiding their provision. In Madras at the present time a large hostel, the result of private munificence aided by Government, is nearing completion; in Bombay, Calcutta, Allahabad, and Lahore signs are to be seen of the growth of similar institutions. The returns for the year 1901-02 showed that there were then 1,415 hostels, with 47,302 boarders; while the extent to which they derive their funds from sources

independent of Government is made clear by the fact that more than two-fifths of the boarders were in unaided hostels, and that of the total expenditure upon all hostels, ten lakhs were derived from subscriptions and endowments, as compared with two lakhs sixty-three thousand rupees from public funds. The Government of India believe that the system of hostels, if extended with due regard for its essential principles, which include direct supervision by resident teachers, is destined to exercise a profound influence on student life in India and to correct many of the shortcomings which now attend our educational methods.

43. The reduction in the number of examinations which is being carried out, and the general raising of educational standards which is contemplated, demand an increased stringency in inspection and a substantial strengthening of the inspecting staff. In the Despatch of 1854, it was enjoined that inspectors should "conduct, or assist at, the examination of the scholars. . . and generally, by their advice, aid the managers and schoolmasters in conducting colleges and schools of every description throughout the country." The latter function is no less important than the former, and calls for wider educational knowledge, greater initiative, and the exercise of a wise discretion in adapting means to ends. It is a task which will provide worthy occupation for men who are imbued with the best traditions in the matter of school management, and it is through the influence of such men alone that there is any real prospect of its accomplishment. Their assistance can only be enlisted by increasing the cadre of the Indian Educational Service. Some additions in the lower branches of the inspectorate are also needed in order to provide for a complete system of inspection *in situ* instead of collective examinations. The Government of India do not require that inspectors should be precluded from having recourse to examination as a means of inspection; but they desire that inspectors should be much more than mere examiners. They should not only judge the results of teaching, but should guide and advise as to its methods; and it is essential that they should be familiar with the schools in their ordinary working conditions. The work of schools should be defined with reference rather to the courses of instruction followed than to the examinations that have to be passed, and rigid uniformity either in the arrangement of subjects or in the classification of the scholars should be avoided, free play

being given to the proper adaptation of the working of the schools to their local circumstances.

44. The more active and progressive policy that is now being adopted in educational matters will throw a constantly increasing burden of work and responsibility upon the Directors of Public Instruction. The wider the influence that these officers exercise, the more essential is it that they should not be prevented by the growth of their routine duties from making frequent tours of inspection and thus acquiring a direct and intimate knowledge of the educational conditions of their provinces and the circumstances of the numerous schools under their control. Four officers are therefore to be added to the Indian Educational Service, in order to provide the Directors of Public Instruction in Madras, Bombay, Bengal, and the United Provinces with assistants upon whom part of their duties may be devolved. Arrangements will also be made for periodical meetings of the Directors in conference, in order that they may compare their experience of the result of different methods of work, and may discuss matters of common interest.

45. The Education Department is divided into the superior and the subordinate services. Educational services. The superior service consists of two branches, called respectively the Indian and the Provincial Educational Services, of which the former is recruited in England and the latter in India. The opportunities and responsibilities which work in the Department brings to an officer of this service give scope for a wide range of intellectual activity. Such an officer takes an active part in the profoundly interesting experiment of introducing an Eastern people to Western knowledge and modern methods of research; he comes into contact with the remains of an earlier civilization and the traditions of ancient learning; he can choose between the career of a professor and that of an educational administrator; and in either capacity he has great opportunity of exercising personal influence and promoting the best interests of genuine education. In order that members of the Indian Educational Service may keep themselves abreast of the advances which are now being made in other countries in the science of education, facilities are given to them while on furlough to study the theory and practice of all branches of education both in England and in other parts of the world. The part, already considerable,

that is taken by natives of India in the advancement of their countrymen in modern methods of intellectual training will, it is hoped, assume an even greater importance in the future. If the reforms now contemplated in the whole system of instruction are successfully carried out, it may be expected that the Educational Service will offer steadily increasing attractions to the best educational talent. Where the problems to be solved are so complex, and the interests at stake so momentous, India is entitled to ask for the highest intellect and culture that either English or Indian seats of learning can furnish for her needs.

46. The Governor-General in Council has now passed in review the history and progress of

Conclusion.

Western education under British rule in India, the objects which it seeks to accomplish, and the means which it employs. It has been shown how indigenous methods of instruction were tried and found wanting; how in 1854 the broad outlines of a comprehensive scheme of national education were for the first time determined; how the principles then accepted have been consistently followed ever since; how they were affirmed by the Education Commission of 1882, and how they are now being further extended and developed, in response to the growing needs of the country by the combined efforts of the Government of India and the Provincial Governments. The system of education thus extended makes provision in varying degrees for all forms of intellectual activity that appeal to a civilized community. It seeks to satisfy the aspirations of students in the domains of learning and research; it supplies the Government with a succession of upright and intelligent public servant; it trains workers in every branch of commercial enterprise that has made good its footing in India; it attempts to develop the resources of the country and to stimulate and improve indigenous arts and industries; it offers to all classes of society a training suited to their position in life; and for these ends it is organized on lines which admit of indefinite expansion as the demand for education grows and public funds or private liberality afford a larger measure of support. It rests with the people themselves to make a wise use of the opportunities that are offered to them, and to realise that education in the true sense means something more than the acquisition of so much positive knowledge, something higher than the mere

passing of examinations, that it aims at the progressive and orderly development of all the faculties of the mind, that it should form character and teach right conduct—that it is, in fact, a preparation for the business of life. If this essential truth is overlooked or imperfectly appreciated, the labours of the Government of India to elevate the standard of education in this country and to inspire it with higher ideals will assuredly fail to produce substantial and enduring results. Those labours have been undertaken in the hope that they will command the hearty support of the leaders of native thought and of the great body of workers in the field of Indian Education. On them the Governor-General in Council relies to carry on and complete a task which the Government can do no more than begin.

CHAPTER II.

CONTROLLING AGENCIES.

1.—RULES FOR THE APPOINTMENT OF DEPUTY INSPECTORS AND SUB-INSPECTORS OF SCHOOLS.

1. A candidate for employment as Deputy Inspector of Schools should (besides possessing good educational qualifications and sufficient administrative abilities) be a successful teacher of at least three years' standing, and prove to the satisfaction of the Inspector of Schools his possession of a competent knowledge of the art of teaching and of school management and his capacity to inspect schools in the vernacular. He must also be of sufficient social status to command respect among all classes of people.

Bengal Govt.,
Genl. Dept.,
No. 658, dated
8th Feby. 1901.

(N.B.—Those who have proved their ability to maintain discipline in a school class, to manage efficiently general school work, and to impart instruction in the various subjects taught in schools, in accordance with modern principles of teaching, should be regarded as successful teachers.)

1. A candidate for appointment as Sub-Inspector of Schools must satisfy one of the two following conditions:—

Bengal Govt.,
Genl. Dept.,
Notification,
No. 486T.—G.,
dated 2nd
Sept. 1893.

(a) He must have passed the B.A. Examination.

(b) He must have passed the F.A. Examination, and have served successfully as a teacher in a subordinate capacity in a high school, or as Head-master of a middle English school, for not less than three years. His success as a teacher must be certified by an Inspector of Schools.

NOTE.—Preference will be given in either case to candidates who have passed the English Teachership Examination from training schools. [Govt. Order No. 106T., dated 24th May 1899.]

In the Chota Nagpur or Orissa Division, in addition to the candidates eligible under the preceding part of this rule, a candidate who is a native of the Division may also be appointed, provided that he

The service of Deputy Inspectors of Schools, who were previously appointed Sub-Inspectors of Schools by District Boards, will not be pensionable. [Circular No. 25L. S.-G., dated 6th November 1895, by the Government of Bengal, Municipal Department.]

* Government Order No. 858, dated 8th February 1901, prescribes that candidates for Sub-Inspectorships must, in addition to other qualifications, possess experience as successful teachers and be men of sufficient social status.

Inspecting Staff.

has passed the Entrance Examination and has served successfully as a teacher in a subordinate capacity in a high school, or as Head-master of a middle English school for not less than six years. His success as a teacher must be certified by an Inspector of Schools.

2. He must produce a certificate signed by two well-known respectable persons that they are well acquainted with him and believe him to be of good moral character. The certificate must be countersigned by the Magistrate of the district in which the candidate resides, or in Calcutta by the Commissioner of Police or a Presidency Magistrate.

3. He must produce a certificate showing that, on the latest date fixed for the receipt of applications, his age will not exceed 30 years. This certificate must be supported by a horoscope, or, failing this, by other sufficient evidence.

4. He must produce a certificate, signed by the Civil Surgeon of a district, that he is of good health and sound physique.

5. Selected candidates, before being confirmed, must undergo a period of probation, which shall in no case be less than three months, and may be extended to six at the discretion of the Inspector, and must procure from the Divisional Inspector a certificate of fitness to examine vernacular schools of all classes, and of possessing a practical knowledge of the art of teaching.

Supplementary Rules.

D. P. I.
Cir. No. 4781,
dated 16th
Novr. 1895.

Government Order No. 152, dated 18th January 1894, allows the Director of Public Instruction discretionary power to relax Rule 1 (b) in special cases of education clerks of long standing whose fitness for Sub-Inspectorships has been proved.

The rule may also be relaxed in favour of those clerks in the offices of Inspectors and Assistant Inspectors of Schools, not being below the status of second clerk in the former and of Head-clerk in the latter, who, having passed the F.A. Examination, have been employed in those capacities for not less than three years on duties involving continuous practice and readiness in English correspondence.

2.—TRAINING OF THE SUBORDINATE INSPECTING STAFF.

D. P. I.
Cir. No. 15,
dated 19th
Feby 1903.

In order to give effect to the suggestions made in Bengal Government Resolution No. 1 of 1901, regarding the training of the subordinate inspecting staff, it is requested that Inspectors of Schools and Chairmen of District Boards should now begin to send to the training schools the Deputy and Sub-Inspectors of Schools under them in convenient batches.

2. The exact time at which these officers are to be sent, and the number of officers that will make up each batch, may be settled by the Inspectors of Schools, in consultation with the Head-masters of the training schools concerned. Generally, the period of the year

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should be chosen when there is not much pressure of work, but, of course, this consideration should not be allowed to cause any inordinate delay.

3. A period of one month or six weeks will probably be sufficient for the training of each batch of officers. A longer period may, however, be allowed, if necessary, in the case of backward officers at the discretion of the Inspectors of Schools and the Head Masters of Training Schools.

4. The following are the training schools where the Inspecting officers of the several divisions have to be trained :—

<i>Inspecting officers of—</i>	<i>To be trained at—</i>		
(1) The Presidency Division	...	Calcutta Training School	
(2) The Orissa Division	...	Cuttack	" "
(3) The Burdwan Division	...	Hooghly	" "
(4) The Bhagalpur Division—			
Hindi-knowing officers	...	Patna	" "
Bengali-knowing officers	...	Calcutta	" "
(5) The Patna Division	...	Patna	" "
(6) The Chota Nagpur Division	...	Banchi	" "

5. The details of the arrangements to be made for the work of the absentees are left to the discretion of the respective Inspectors of Schools. As general suggestions, it may be intimated that such arrangements should involve no extra expenditure on the part of the department. The work of the absentees may be distributed among the other members of the inspecting agency who are to do these duties in addition to their own. During the absence of a Deputy Inspector, his work may be entrusted to the Additional Deputy Inspector, where there is one, or to the Senior Sub-Inspector under the Deputy Inspector on deputation. In like manner, the work of a Sub-Inspector deputed to the Training School, may be entrusted to the Sub-Inspector of the neighbouring area, or, if that is not convenient, to the senior *Guru Instructor* or *Inspecting Pandit* of the place.

6. The inspecting officers attending the training schools will be entitled to draw full pay while under training. They will also be allowed their travelling allowance, at the usual rate, for the journey to and from the training school, the charge being met from Provincial Revenues from the budget allotment for the travelling allowance of the inspecting staff, or from the District Fund, according as the officers may be serving under the department or the District Board.

7. As regards the instruction to be imparted in the Training Schools to the Inspecting officers thus deputed, it is to be desired that it should be both theoretical and practical, and should include the inspection of local schools under the supervision of the Inspector of Schools of the Division. The Head Master of the Training School also should practically work with the officers under training, and teach

the students of the practising school in their presence. He should also read and discuss with them some approved text-book on teaching. Discussions may also be held with regard to the various means of teaching with indigenous resources, and also as regards the directions given in the teachers' manuals.

8. When each Deputy Inspector or Sub-Inspector of Schools has completed his course of instruction at the Training School, he will be required in all his future tours to call together at different centres, whether at thanas or other convenient places in his subdivision, the Inspecting Pandits and the masters of such middle and primary schools of his inspectional area as have sent up pupils for scholarships, in order to instruct them in the methods of teaching the new courses, and at the same time to explain carefully the character and design of the teachers' manuals.

9. The Deputy or Sub-Inspector will also, whenever he may visit any of the schools in which the new course has been or is to be adopted, be expected to explain and demonstrate practically to the masters or *gurus* the nature of the new subjects to be taught, and the proper method of teaching them. The recurrence at intervals of six or eight weeks of the Sub-Inspector's rounds will enable these officers to repeat and amplify their instructions, to ascertain and correct any mistakes or misapprehensions which may have occurred, and to inform themselves generally of the progress which each teacher may have made in dealing with the new system and his capacity for further improvement. Each Sub-Inspector will have, on the average, 65 schools on the new system under his supervision.

10. It will also be desirable that the Deputy Inspector of each district should, from time to time, summon all Sub-Inspectors and Inspecting Pandits under his charge to some convenient centre, where there is a good school, which would be utilized as what might be termed a practising school for the demonstration of methods of instruction in a practical manner. Conferences thus convened might last for two or three weeks.

3.—CONFERENCES OF INSPECTING OFFICERS.

D. P. I.
Cir. No. 37,
dated 24th
Oct, 1903.

Some Inspectors of Schools seem during the past year to have held conferences with their Deputy Inspectors of Schools to discuss such subjects as the new vernacular system of education, the new method of payment of *gurus* of primary schools, and other important subjects. Similar conferences of Sub-Inspectors of Schools and of teachers of various grades were also held by Deputy Inspectors of Schools. So far as can be judged, these conferences were attended with very successful results in the last year. Inspecting officers of various classes are requested to encourage the holding of such conferences to the utmost degree possible. At such conferences teachers of all classes of educational institutions, from colleges downwards, should be invited to attend and to take part.

4.—INTER-RELATION OF GOVERNMENT OFFICERS.

(a) RELATION OF SUB-INSPECTORS OF SCHOOLS TO CHAIRMEN OF DISTRICT BOARDS AND TO DISTRICT OFFICERS.

Circular Nos. 73-74, dated the 4th April 1907, by the Director of Public Instruction, Bengal.

I HAVE the honour to inform you that the relations of Sub-Inspectors of Schools to the Chairman of a District Board, or the District Officer in a district in which there is no District Board, were discussed in the course of last year, and formed a subject of consideration at the Commissioners' Conference held at Darjeeling in October last. I now communicate to you the decisions arrived at.

2. The general position is that Sub Inspectors of Schools are under the direct control of the Education Department, but that they have to work in co-operation with the District Boards, and in districts in which there are no District Boards with the District Officers. The question is how to apply this principle to particular instances. It is the object of this Circular to give definite instructions in regard to the chief subjects in respect of which co-operation is essential.

3. *Transfers of Sub-Inspectors.*—

(1) The Chairman of a District Board, or the District Officer, as the case may be, may transfer a Sub-Inspector within his district, with the concurrence of the Inspector of Schools of the Division. In special cases, in which urgent action is required, the Chairman, or the District Officer, as the case may be, may transfer a Sub-Inspector without reference to the Inspector of Schools, but in that case he should send information without delay to the Inspector.

(2) The Director of Public Instruction will transfer Sub-Inspectors from one district to another district. Before submitting proposals for such transfers to the Director, the Inspector of Schools should consult the Chairmen of the District Boards, or the District Officers concerned, as the case may be.

4. *Submission of Diaries of Sub-Inspectors.*—Diaries will be submitted through the Deputy Inspector and Inspector to the Chairman of the District Board, or the District Officer, as the case may be. It will rest with the Inspector, if he considers it necessary to do so, to order that duplicate copies of the diaries of Sub-Inspectors and of the Deputy Inspector's remarks thereon should be submitted for retention in the office.

5. *Control over Sub-Inspectors.*—The power of appointing, dismissing, promoting, degrading and suspending Sub-Inspectors rests with the Director. The Chairman of a District Board, or the District Officer, as the case may be, may, however, suspend a Sub-Inspector in anticipation of the approval of the Director. In that case he should, as soon as practicable, submit a report on the case to the Director, through the Inspector of the Division.

6. *Character Rolls of Sub-Inspectors.*—Character rolls of Sub-Inspectors should be submitted by the Deputy Inspector to the Inspector of Schools through the Chairman of the District Board, or the District Officer, as the case may be. The Inspector of Schools will then forward them to the Director of Public Instruction.

7. *General.*—Sub Inspectors of Schools must loyally carry out the orders of the Chairman of a District Board, or of the District Officer, as the case may be. In the case of any difficulty or doubt arising on this subject, the matter may be referred to the Director of Public Instruction by the Inspector of Schools, or by the Chairman of the District Board, or the District Officer concerned, as the case may be.

(b) RELATION BETWEEN EDUCATIONAL OFFICERS AND OFFICERS IN THE EXECUTIVE, JUDICIAL AND OTHER GOVERNMENT SERVICES.

(1)

Circular Nos. 16-17, dated the 18th March 1905, by the Govt. of Bengal, General Dept., to Commissioners, District Officers and District Judges.

IN paragraph 23 of this Government's Resolution on the Report, on Public Instruction in Bengal for the year 1903-04, it was observed that the relation of District Officers to education in high schools and colleges was not as satisfactory as it might be; and it was stated that the Lieutenant-Governor would endeavour to remedy this defect, at the same time considering how far the influence of Commissioners of Divisions might be utilized for the encouragement of education.

2. Divisional Commissioners and District Officers cannot be expected, nor would it be expedient to effect them, to take an active part in directing the course of higher education, which is a matter within the special province of the Education Department. But it is nevertheless very desirable that administrative officers generally should interest themselves in the progress of the numerous schemes of educational reform now in course of development; and it seems to Sir Andrew Fraser that much benefit would be gained, though indirectly, if they were to visit colleges and high schools more frequently, to enter more freely into consultation with Head-masters and Inspectors regarding the advancement of education, to offer suggestions for improvements in the accommodation provided for students and teachers and in the moral and sanitary aspects of their surroundings, to encourage sports, to be present at distributions of prizes, and in similar ways to evince a deeper personal interest in the matter of education. The Lieutenant-Governor hopes that an effort will be made to maintain such friendly relations, and to secure such indirect co-operation as have just been indicated; and, while the matter is one which more nearly concerns Executive officers, His Honour would cordially welcome the establishment of similar kindly relations with District Judges

(2)

Circular Nos. 7-8, dated the 8th February 1906, by the Govt. of Bengal, General Dept., to Commissioners, District Officers and District Judges.

In continuation of this Department Circular No. 15, dated the 18th March 1905, I am directed to forward, for your information, the accompanying copy of a circular, No. 15, dated the 12th January 1906, which has been addressed by the Director of Public Instruction, Bengal, to the principal officers of the Education Department.

D. P. I.
Cir. No 64, d.
26 March 1906.

2. I am to say that the views expressed by Sir Alexander Pedler in this circular have the cordial approval of the Lieutenant-Governor. The influence of Magistrates and other Executive officers in fostering and developing primary education in their districts can scarcely be over-estimated. It has seemed to Sir Andrew Fraser a most deplorable thing that this influence should have of late years been so little exercised. His Honour is well aware that many officers share his regret, and strongly deprecate the existing state of things. He is therefore confident that Sir Alexander Pedler's circular will commend itself to executive officers throughout the Province. There is scarcely anything more important for the well-being of the people than a sound and efficient system of primary education; and that District Officer fails in the discharge of one of his most important functions who does not do all he can to promote and develop such a system.

3. The Lieutenant-Governor hopes that Sir Alexander Pedler's circular will result in Educational officers seeking the co-operation of Commissioners and District Officers in education generally; and His Honour desires on his own part to invite that co-operation with the officers of the Education Department. In all departments of education, executive officers may render valuable assistance; and it is their duty, as far as possible, to do so. It is, however, specially important that they should give earnest and constant attention to primary education. The Lieutenant-Governor hopes that in future there will be not only an absence of friction, but also real co-operation between executive and educational officers.

4. Sir Alexander Pedler has indicated in his circular that Judicial officers also may give valuable assistance in regard to education. Experience has shown the Lieutenant-Governor that this is specially the case in regard to Colleges and High Schools. His Honour is glad to acknowledge the valuable assistance which he has found to be rendered by a few Judicial officers to High Schools and Colleges in this Province; and he desires to express his warm approval of such a display of interest in the well-being of the community.

5. With these remarks, I am to commend this circular to your earnest attention.

(3)

Circular No. 15, dated the 12th January 1906, by the Director of Public Instruction.

A few cases have been brought to my notice from time to time in which it would appear that the relations which should exist between the Educational officers of various grades and officers in the Executive,

Judicial and other Government services have been somewhat misunderstood, and where by such misunderstanding the true progress of education in Bengal has been retarded.

2. It is perhaps a truism to say that unless all branches of the Government service work zealously and harmoniously together towards a common end, the result will be found to be unsatisfactory. It is also to be remembered that in the mufassil districts the officers who possess the greatest amount of influence with the people are those who are entrusted with Executive and Judicial functions, such as Commissioners, Collectors and Judges. Hence educational reform and progress can be very much facilitated by enlisting the active sympathies and support of such officers, while without such help reform may be opposed or retarded by the ignorance or apathy of the masses.

3. It is admitted that the problem of how far such help can be given is a difficult one; and it must largely depend on individual officers, both of the Executive and Judicial services and of the Education Department, whether the full results of such combined influence can be brought into force. Every effort should be made by Educational officers to work in harmony with Executive and Judicial officers. When friction arises it causes inefficiency; and it is generally due to a cause which marks an officer as, to some extent, inefficient. It is the chief object of an officer to get work well done. It must be specially borne in mind that "the concern of the Magistrate with education as the officer in charge of the district" has been emphasised by Government over and over again. He is bound to do all that he can for the cause of education, and he is specially bound, under the orders of Government, to see to the efficiency of Primary Education. It is the duty of the Educational officers to assist him in the discharge of this responsibility, and to take from him all the help that he can give in the cause of education.

4. Definitions as to the part which the various classes of officers should take in educational matters have been issued from time to time and the general principles underlying such action have been clearly laid down. The Resolution defining the responsibilities of Executive (and Judicial) and Educational officers in respect to educational matters which was issued in 1878 may still be accepted as the correct attitude which should be taken up by officers in such matters, though of course, owing to changes and developments such as the introduction of the Local Self-Government Act in 1885, the detailed application of the general principles has been slightly modified. As, however, this Resolution of 1878 appears to have been partly lost sight of, some extracts of the most important parts of it are printed for information and guidance as an appendix to this letter.

5. The Resolution of 1878 clearly lays down that the responsibility of fostering and superintending Primary Education is to rest with the local Executive officers, that is, with the Magistrate and Collector. Since the passing of the Local Self-Government Act, the responsibility for Primary Education has been committed directly to the District Board and its Chairman. But this has not really altered the position of the District Magistrate, both because he is responsible to see that the District Board does its work properly, and also because

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as a matter of fact the Magistrate is invariably the Chairman of the District Board and the Executive authority. There is no doubt as to the soundness of this principle, and it is clear that those in charge of the local management of all public and semi-public affairs are best qualified to understand and arrange for the educational needs and circumstances of a locality.

6. Experience has, however, shown that as the primary forms of education become more and more developed and more technical, such as has been the case by the introduction of the new Vernacular Scheme of Education in 1901, there is more and more need of expert supervision of the purely educational aspect of school work. Hence the details of courses to be studied in schools, even down to the primary stage, and the critical inspection of the work of such schools, must be handed over to, and remain under the control of, more or less expert educationists. At the same time, the more general aspects of Primary Education as to its amount, distribution and to its general arrangement are undoubtedly best controlled by local Executive authorities. The Executive officers can also by their inspections greatly assist the Educational officers, and by their visits to the schools they can give material encouragement to education.

7. In this connection the following extract from the Government of India Resolution on Indian Educational Policy may be quoted :—

“In so far as District or Municipal Boards are required to devote their funds to education, Primary Education should have a predominant claim upon their expenditure. The administration of primary schools by local bodies is already everywhere subject to the general supervision of the Education Department as regards tuitional matters, but the degree of control differs in different Provinces, and where it is most complete Primary Education is most advanced. It is impossible to extend that control to financial matters, as there are other objects besides education which have legitimate claims upon local funds. But it is essential, in order to ensure that the claims of Primary Education receive due attention, that the Educational authorities should be heard when resources are being allotted, and that they should have the opportunity of carrying their representations to higher authority in the event of their being disregarded. In future, therefore, so much of the budget estimates of District or Municipal Boards as relates to educational charges will be submitted through the Inspector to the Director of Public Instruction before sanction.”

8. The policy which is here clearly laid down is, that while the Magistrates and Collectors and other Executive officers and Commissioners in their Divisions are charged with the responsibility of fostering and developing the Primary Education in their districts, and with seeing that a sufficient proportion of funds is devoted to this purpose, the Educational officers on the other hand are charged with the duty of rendering as much help in this matter as can be given, and with the duty of consulting such officers in all efforts made to improve Primary Education, while they are responsible for the educational standards, the teaching and the expert inspection of such schools. Both of these sets of officers can, of course, materially assist one another by hearty co-operation.

9. In the case of Secondary Education the principle indicated in paragraph 6 of the Resolution of 1878 still holds good, and while the direct control and management of secondary schools must necessarily

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retain in the hands of the Departmental officers, the District Officers are fully authorized to inspect schools of all classes as *ex-officio* visitors, and to make suggestions to the Director, to the Inspector of Schools, or to any other Educational officer, as the nature of the case may require, and the officer to whom the suggestion is made will give due weight to such suggestions and take steps accordingly. A copy of the remarks made by such Executive (or Judicial) officers, when visiting a school, should always be sent to the Inspector of Schools, and, when necessary, to the Director of Public Instruction, so that necessary action may be taken on them.

10. Under orders of Government contained in Resolution No. 352, dated 31st January 1903, the District Officer is the final authority in respect of Visiting Committees of Government secondary schools, and of the Managing Committees of schools aided from Provincial Revenues; while Chairmen of District Boards and Municipalities are empowered to approve appointments on Managing Committees of schools aided by such Boards.

11. The desirability of District Officers taking more interest in educational matters than is now usually the case was insisted upon in Government Circular No. 16, dated 18th March 1905, to all Commissioners of Divisions and District Officers, and these officers were requested to visit colleges and high schools more frequently, to enter more fully into consultation with Head-masters and Inspectors regarding the advancement of education, to offer suggestions for improvements in the accommodation provided for students and teachers, and in the moral and sanitary aspects of their surroundings, to encourage sports, to be present at the distribution of prizes, and in other matters.

12. It is to be desired that Educational officers on their part will give every facility to the District Officers in carrying out the wishes of Government. Inspectors of Schools should consult Commissioners in such cases as the proposed extension of the building of any schools or colleges where considerable expenditure of Government or other public funds is likely to be involved, and also in any cases where additional courses of study of such a character as will involve large additional staff or a material development of the scope of the school or college are proposed to be introduced into a district. In the case too of the establishment of new hostels and the improvement of the existing institutions of this kind, the opinions of the Commissioners and the District Officers should be taken by the Inspector of Schools.

13. In case of disputes between the authorities of a school, or second grade college and the local public, the Inspector of Schools ought to obtain the opinion of the Commissioner or the District Magistrate, as the case may be, on such disputes or questions before giving his decision in the matter.

14. As regards collegiate education in the first-grade colleges, the control and the inspection of such colleges has been completely handed over to the University, and hence Executive officers will have little to do in connection with these institutions, except to use their best efforts to popularize and facilitate the extension of collegiate

education. Principals of Colleges should, however, always cultivate proper relations with the local Executive (and Judicial) officers, such as Commissioners, District Judges and District Magistrates, and ask their help and co-operation in all cases where such help might be usefully given.

APPENDIX.

Extracts from Resolution by the Govt. of Bengal, dated 29th June 1878.

[Re-issued by Government Circular No. 30, dated 29th July 1894.]

“ * * * * In regard to certain branches of Educational administration, the Resolution of July 1877 laid down a procedure which required the mutual co-operation of Educational and local Civil officers, and consequently involved numerous references from one to the other in carrying on the business of education. Such co-operation is attended with no slight advantages; and it is hoped that the changes now to be made will still secure the interest of Civil officers in educational work, and will encourage them to continue to give that support and assistance which have been found so useful an aid to educational progress. At the same time, the Lieutenant-Governor is unable to overlook the fact that the system of mutual references in administering the business of an important department involves delay, and lessens responsibility to an extent which may easily become injurious. He has therefore resolved to adopt the principle of a definite separation of duties between the officers of the Education Department on the one hand and the Magistrates and the District Education Committees on the other, subject only to the condition that the officers of either classes shall continue to enjoy reasonable opportunities of obtaining information and of giving assistance in regard to work not placed under their direct control. * * * *

“As regards the proposed division of administrative duties between Civil officers on the one hand and the officers of the Education Department on the other, the Lieutenant-Governor is of opinion that in each district the Magistrate, associating with himself the District Committee as a consultative body, should retain general control over all that concerns Primary Education, including the administration of the primary grant, the examination for, and award of, primary scholarships, and the management of the third-grade normal schools for the training of *gurus* wherever such a school exists. The District Committee, besides assisting the Magistrate in matters of Primary Education, will further undertake the general supervision of the zilla school so far as regards the maintenance of the building, the financial affairs of the school, and the settlement of questions of discipline that may be referred to them by the Head-master of the school: in all matters in fact, except the determination of the course of instruction and the appointment or promotion of teachers, though their representations on these last excepted points will also receive the fullest attention. Second-grade colleges, when not in charge of officers of the present *graded* service, will also be subject to the general control of the District Committee in the same way as zilla schools. * * * *

“As regard Secodary Education, it is believed that the service of District Officers can best be utilised in promoting education of the class by relieving them from the direct control of schools, and at the same time by authorizing them to inspect schools, and by requiring that due regard be paid to their representations. The Magistrate should in fact be regarded as an *ex officio* visitor of schools of every class throughout his district, with power to make recommendations and suggestions to the Assistant Inspector, the Circle Inspector or the Director, as he may think fit, or as the nature of the case may seem to require. The Circle Inspector will have the direct control and management of Secondary Education in his hands, including the local administration of the grant-in-aid assignment and the supervision of aided schools. He will have the management of all middle and lower class Government schools and circle fund schools, including the appointment and promotion of all teachers in those schools; the selection of text-books in all schools other than primary; the examination for, and award of, middle and lower scholarships, the supervision of zilla schools, of normal schools of the first and second grades, and of all Government colleges and madrasahs under ungraded officers; and the appointment and promotion of all teachers in zilla schools and third-grade normal schools with salaries below Rs. 100 a month. * * *

The Director will be held responsible to Government for the state of education of every kind. Superior education in colleges and madrasahs is placed under his immediate control. * * * Lastly, in order to enforce the responsibility of the Director with regard to Primary Education, he must be recognized as holding the same relation to that as to other branches of instruction. In the case of Primary Education, however, he has to look not to departmental subordinates, but to the Magistrate for information. It must be understood that the Magistrate is at full liberty to consult any Educational officer on matters relating to Primary Education and the course of study in primary schools; and, again, that an Inspector or Joint-Inspector is entitled to bring to the notice of the Magistrate directly any points of importance relating to Primary Education, and to offer any suggestions thereon, though in neither case is the Magistrate *bound* to act upon the advice. In this way opportunities will be given to all these officers for the full interchange of opinions; and if disputed questions of importance arise, they should be brought to the notice of the Director, whose decisions will generally be final. But if in any case the Commissioner, to whom the Magistrate is entitled to refer in this as in other matters of district administration, thinks fit to uphold the view of the District officer, the Director will refer the question to Government for orders.

“By the division of duties above prescribed, it is intended to relieve Magistrates on the one hand and the officers of the Education Department on the other of direct responsibility in regard to certain classes of schools, and not lessen their common interest in the general progress of education. Education is a branch of good government in which Executive officers, no less than those directly attached to the Education Department, are bound to concern themselves, and in which their co-operation is essential to complete success. The time which a District

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officer may devote to the active promotion of higher education must greatly depend not only upon his personal inclinations, but upon the other duties which he is called upon to perform; but it is to the advantage of the public service that, if he has the requisite leisure and inclination, he should enjoy every facility for assisting in educational work other than that which is placed under his direct control. He is therefore empowered, and indeed invited, to suggest to any Educational officer, whether Inspector or Director, whatever criticism or advice he may consider called for from his personal knowledge of his district; and such suggestions must always be duly considered by the officers to whom they are made. District Committees, again, are entitled to address the Director or the Inspector in reference to the qualifications of the teachers employed, and the course of study followed, in the zilla or other Government school at district head-quarters, should they consider any change desirable. It has already been explained that the Inspectors, while refraining from interference with the action of the Magistrates in matters of Primary Education, are always to be ready to assist them whenever their assistance may be asked for.

“The relations of Inspectors to Commissioners call for no further definition. The Commissioner must be kept as fully informed of the progress of Education in his Division, and enjoy as good opportunities of taking an active part in it as he may wish. The connection of the Inspector with the Commissioner has always been more or less close, according as the latter has been disposed to take an active personal interest in the work of public instruction, or to leave its management entirely in the hands of the officers of the Department. It will be understood, in brief, that the Inspector must supply the Commissioner with whatever information or assistance he may require in connection with the work of Education in his Division.

(4)

INTER-RELATION.

Circular No. 2, dated the 6th January 1905, by the Director of Public Instruction.

I HAVE the honour to enclose a copy of this office Circulars,* Nos. 137-138, dated 31st December 1896, on the subject of the duty of Educational officers towards high officials of Government, such as District and Sessions Judges and Commissioners of Divisions.

2. From information which has reached me, it appears that this Circular has in some cases been forgotten and in others is not being strictly followed. I have therefore to call the attention of the Inspecting officers of the Department and the Head-masters of Government

* Complaints are very frequently received that Inspecting officers of the Department, and Head Masters of Zilla schools rarely go to visit District and Sessions Judges. These officers hold high official positions, and though they may not have any very direct connection with education, it is nevertheless proper that Educational officers should show respect to them. It is a matter of regret that even Commissioners of Divisions have complained, that of all officers in Government service, those who show them least respect belong to the Education Department. This is not right.

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schools to the above Circular, and to the desirability of doing every thing in their power to establish proper relations with Commissioners, Judges, District Magistrates and other Government officers.

(5)

INTERVIEWS BETWEEN INSPECTING OFFICERS AND EXECUTIVE
OFFICERS AND OTHERS.

D. P. I. THE quarterly Return of Inspection of Secondary Schools submitted
Cir. No. 62, by the Assistant Inspectors and Deputy Inspectors of Schools should be
dated 14th accompanied by an abstract of the work done during each quarter, in
April 1904. which they should note any interviews they may have had in the course
of their tours with Divisional Commissioners, District Magistrates
Subdivisional Officers, School Managers and other Educational
authorities.

The Sub-Inspectors of Schools should likewise note, in their diaries for the month ending each quarter of the year, any interviews they may have had with high officials and managers of schools.

(6)

INSPECTION.

D. P. I. PARTICULAR care should be taken to note what action has been
Cir. No. 61, taken to carry out the suggestions made by previous Inspecting
dated 24th officers and by Commissioners, District Judges and District Officers.
March 1906. If notes of inspection are written on the left-hand page only, notes
showing action taken on suggestions made may suitably be recorded on
the vacant right-hand page.

2. A similar procedure may be observed by Principals of Colleges in respect of suggestions made in College inspection books.

5.—INSPECTIONS AND VISITS.

(a) INSPECTION RULES.

[Sanctioned by Govt. of Bengal, General Dept., No. 95 T.G., dated the 10th May 1901.]

THE following is a suggested scheme of the headings under which an Inspecting officer may register his notes in his own note-book, or on the margin of this form while visiting a high or middle school. The headings also indicate some, though not the whole, of the points to which he should pay attention. The scheme is, in the first instance, intended for a high school inspection, but with suitable omissions or modifications the same headings will serve for all classes of schools and colleges. From the notes thus recorded in the Inspecting officer's note-book, a short general report can be written in the Visitors' Book of the school. On the Inspecting officer's first visit to a school, his report in the Visitors' Book on all points should be full and exhaustive. On later visits his instructions as to any necessary changes to be made in the school should be full and detailed, but other points may be dealt with more briefly :—

1. Reading the remarks recorded in the Visitors' Book by previous Inspecting officers. *(The Inspecting officer should note if the suggestions made by previous Inspecting officers have been given effect to.)*
2. Record of the following facts should be kept :—
 - (a) Date of inspection.
 - (b) Name of school.
 - (c) When established.
 - (d) Class of school— High, Middle (English or Vernacular) or Primary (Upper or Lower).
 - (e) Constitution of Committee of Management, if any, and the mode of election of members to it. Are all classes of the local community properly represented on the Committee?
 - (f) Name of Secretary.
 - (g) If a high English school, whether recognised by the Calcutta University to send up pupils to the Entrance examination, and if so, when? Whether the school has ever been served by the University with a notice for "bad results" under the rules?
3. (a) Average monthly roll-number and daily attendance of pupils during the last six months expressed as a percentage of the roll-number.
- (b) Number of pupils in attendance on the day of inspection.
- (c) Classification of pupils on the roll at the time of inspection according to—

(1) Religion—

Hindus	{	Brahmans.
		Non-Brahmans.

Muhammadans.

Europeans and Eurasians.

Native Christians.

Miscellaneous races or religions.

(2) Social position of pupils,* i.e., relative proportion of pupils belonging to—

(a) Upper classes of society.

(b) Middle ditto.

(c) Lower classes of society or the masses.

Are the children of all the classes of society for which the school is intended attending the school, and do such pupils get their proper share of attention?

(d) Whether the numerical strength of the school is increasing or decreasing, and the causes for such changes.

4. (a) Examination of attendance registers†—

(1) Of boys. Ascertain when called, and if done with regularity and punctuality.

(2) Of masters. Ascertain when entered, and if entered both at the exact time of arrival and departure.

(b) Whether the abstract register of attendance is kept up to date.

(c) Whether there is an admission book.

(d) Whether transfer certificates of boys joining or leaving the school are insisted upon. Are copies of letters of application kept?

(e) How are the transfer rules observed? Are copies of transfer certificates issued, kept in separate files, and are those received duly cancelled with a number and date corresponding to those in the admission book of the school? What particulars are given in these certificates?

(f) Ascertain if there are any records as to the ages of pupils, and if care is taken to ascertain the correct ages of the pupils and if the ages are recorded in strict accordance with the orders on the point.

(g) Ascertain if there be any method as to keeping of correspondence and files, etc.

(h) Ascertain if the departmental circulars are observed.

5. Ascertain—

(a) The fee-rate of each class.

(b) The number of free, half-free or quarter-free boys and the number of scholarship-holders, and if these numbers fall within the limits allowed by the rules of Government.

* Only general information on this point may be noted; details as to parent's income etc., need not be enquired into.

† A register should be almost free from alterations and absolutely free from erasures. If any alterations are made, they should be initialled by the person making them. Such alterations as writing a 'p' for present over an 'a' for absent or a 'p' over a 'dot' placed in the register to indicate the boy had not originally answered to his name when it was called are highly improper. Registers must be called and filled up completely directly the first school hour commences. Registers should be called more than once during the day, and specially towards the close of the school day.

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- (c) Whether the scholars are, by appearance, of the same age as that entered in the record?
- 6. (a) In what system are the accounts kept and by whom?
- (b) Have the receipts and disbursements of the last six months been entered under separate heads? What was the balance in hand six months ago, and what is it on the date of inspection? Who keeps the balance? Is it kept in the Post Office Savings Bank or where? Is the school working at a profit or loss? Is there any capital belonging to the school?
- (c) Examine the dates on which payments on various accounts have been made. Are the payments made promptly?
- (d) Examine the teachers' acquittance roll, and the date on which the payments to the teachers have been made. If there be any balance, month by month, belonging to the teachers or in favour of the school, ascertain whether it is kept in the Post Office Savings Bank or in some other safe place of deposit. Are receipts above Rs. 20 properly stamped?
- (e) See if separate balances and accounts for Library and Prize funds are kept. Where are such balances?
- (f) What are the various sources of income of the school? Examine the subscription lists, if any, and dates of receipt of subscriptions.
- (g) Examine the receipts and disbursements as to stipends of scholars.
- (h) Are the accounts properly checked by the Head-master, and are copies of such accounts carefully kept? If the school receives a grant-in-aid, see if copies of the B and C forms are kept.

7. Note the names and qualifications of the teaching staff, and ascertain the previous history of the service of each. Take a concise statement of the work the teachers are doing, and of the classes they teach. Ascertain whether they have always been teachers, and whether teaching was adopted from choice or necessity. Do the teachers keep themselves abreast of the subject they teach and carefully prepare lessons at home daily for their classes? Have the teachers taken any pains to improve their powers of teaching? Have they ever read any books on the art of teaching, on school management, or the proper management of school classes, discipline, etc.? Does the Head-master of the school exercise his influence over the teachers in these directions, or is the Head-master content to let the subordinate masters do their work indifferently?

Does the Head-master hold periodical inspections of the work which is being done in the school, and does he test the teaching of the lower masters by himself listening to the lessons they give to the pupils?

8. (a) How did the school fare at the—

- (1) Recent public examinations?

(2) Annual school examinations since the previous inspection ?

(b) What system is followed in promoting boys from class to class? Examine the mark-list on which promotions have been given. Give your opinion as to the system of promotions obtaining in the school.

(c) Did the school carry off any scholarships at the public examinations? If so, note the number, name and value.

9. Note—

(1) The nature and state of the school-building, and whether any repairs are necessary.

(2) Its sanitary arrangements. Are these looked after?

10. (a) Has the school any playground or gymnasium? Are the pupils encouraged properly in their physical exercise?

(b) What is the sanitary condition of the school surroundings? Are there any open drains, etc., near, and are they looked after? Are there any heaps of rubbish or sweepings in the school compound? Who is responsible for the general sanitation and cleanliness of the school and of its surroundings?

11. (a) What (1) furniture, and (2) general teaching appliances, does the school possess. Do these agree with the lists of these articles?

(b) Obtain statistics as regards the number of—

(1) Maps.

(2) Black-boards.

(3) Library books belonging to the school.

(c) Are the Library books used by—

(1) Masters, and if so, have the books taken out any relation with the masters' work in the school?

(2) Boys of the school.

(3) Outsiders.

(d) What is the source of supply of—

(1) Furniture.

(2) Appliances.

(3) Slates.

(4) Maps.

(5) Library books.

12. Has the school any hostel connected with it?

Is the rule enforced that, if pupils are not living with their parents or duly recognized guardians, they must live in the hostel attached to the school, or in some school-mess duly recognised by the school as a fit place for students to live in?

Does the Head-master exercise any supervision over the hostel, or over such school-messes, and are they inspected, to see that they are fit places of residence for pupils with regard to sanitation, discipline and morality.

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13. (a) How is discipline maintained by—
 - (1) Head-master.
 - (2) Other masters.
 - (3) What are the usual punishments inflicted?
- (b) Note if, during inspection, the boys were well behaved, silent, and answered questions respectfully.
14. (a) How are the subjects taught?
- (b) Have the portions of work, or of the books to be read in any one quarter, been duly and properly taught?
- (c) Whether the orders regarding the prohibition against the use of keys or cram books are strictly observed.
- (d) Are drill, calligraphy and drawing properly attended to?
- (e) Examine the routines.
- (f) Examine some or all the classes, in the various subjects on which the pupils have received, or are receiving, instruction, and note the examination results at the time of inspection.
- (g) How often are the classes examined by the head or class masters? Are they examined orally, or by means of written papers?

(b) INSTRUCTIONS FOR INSPECTING OFFICERS.

[Sanctioned by Govt. of Bengal, General Dept., No. 95T.—G.,
dated the 10th May 1901.]

INSPECTING officers must not think they are simply teachers or examiners of pupils. They should possess the experience and knowledge needed by teachers, but their real duty is to see how far the actual teachers understand the art of teaching and school management, how far they are careful and zealous in their work; to give them information on points of work when they are deficient or upon which they cannot be expected to inform themselves; and, in short, to do everything possible to smooth away their difficulties.

2. *Responsibility of Inspecting officers.*—The Inspector, while he has jurisdiction and supervision over the whole circle, takes under his special care the zilla and high English schools—Government, aided and unaided, also first-grade training schools. The Inspector should also examine the accounts of Government schools.—

- (1) Assistant Inspectors likewise take under their special care middle schools—Government, aided and unaided—also training schools of the second and third grades. They may be allowed to devote a certain part of their time on tour to the inspection of high English schools; as it is advisable that they should be acquainted with the condition of higher education, and also as Inspectors are frequently recruited from their ranks. The

Inspector can also depute Assistant Inspectors to visit zilla and first-grade training schools when he considers it necessary. The Assistant Inspector should inspect the Deputy Inspectors' offices once a year, and ascertain that they are being worked in accordance with departmental rules.

- (2) Deputy Inspectors are primarily responsible for the state of middle and upper primary schools in their districts. They are not ordinarily allowed to visit zilla or high English schools, either Government, aided or unaided without the sanction of the Inspector, but should inspect second and third-grade training schools, and carefully supervise the work of the Sub-Inspectors under them. They should also inspect the Sub-Inspectors' offices and see that they are being worked in accordance with rules.
- (3) The first duties of Sub-Inspectors are in connection with lower primary and indigenous schools. They are allowed however, when authorized by the Inspector of Schools or other authority, to visit middle schools, but such visits must not interfere with their legitimate duties to lower primary and indigenous schools. Inspecting Pandits are directly under their supervision, and Sub-Inspectors are held responsible for seeing that the work of this class of officers is efficient and satisfactory.
- (4) The duties of Inspecting Pandits (Guru Instructors) are confined to lower primary and indigenous schools; they are not allowed to visit middle or high English or training schools of any class.

3. *Tours.*—Tours should be arranged so that Inspecting officers can visit the greatest number of schools with the minimum amount of travelling. By a judicious arrangement it is in most cases practicable to lay out a tour along a line from which a large number of schools may be seen. The habit of making short excursions from head-quarters, seeing two or three schools and then returning should be discontinued. There is scarcely ever any need for such flying visits, and it is feared they are undertaken more to swell the number of days on tour and visits paid to schools than for the real welfare of education. Similarly, frequent return to head-quarters can, in most cases, be avoided by having work sent to meet an officer while on tour. It is much better for an officer to arrange to halt in the neighbourhood of a post-office and have his office work sent out to him, than to return to head-quarters to dispose of it. When called to head-quarters suddenly, he should explain why the work in question was so urgent.

Long daily journeys are not to be undertaken, unless there are special and adequate reasons for doing so. In some cases long daily journeys are necessary, in order to reach a suitable halting place. When an officer travels 20 miles or over on several occasions during the month, an explanation should be submitted with his travelling allowance bill.

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4. *Intercourse with parents, guardians, and members of Managing Committees.*—A very important part of an Inspecting officer's duty (specially that of the native inspecting staff) is to be in touch with the people. It is advisable, when practicable, that a Deputy Inspector should arrange to halt at a middle or upper primary school, and, after his inspection, have an interview with the Managing Committee, and also, as far as practicable, see the parents and guardians of the pupils. In this way he can point out the defects which have come to his knowledge, explain the necessity of regular and punctual attendance, and induce the people generally to take an interest in education. Similarly, Sub-Inspectors and Inspecting Pandits should arrange to halt in the vicinity of lower primary schools, respectively.

5. *Inspection and Examination.*—The proper scrutiny of a school consists of two principal parts, viz., *inspection* and *examination*. By inspection is meant the process of seeing a school at work during its ordinary routine, noting the suitability of the building, the sanitary conditions, the arrangement and organization of classes, the furniture and apparatus, how the accounts and registers are kept, the organization, order and discipline, the relation between teachers and scholars, and especially the method of teaching. By examination of pupils (when on inspection) is meant the process of testing the pupils so as to see if the instruction and the mode of instruction are sound, and, further, to see whether faults detected by failures in scholarship examinations have been or are being corrected; also to see how far subordinate Inspecting officers have made suitable reports. In order to arrive at a fair knowledge of the condition of a school, both inspection and examination are necessary. Inspection, or at least part of it, should usually come first, and the examination of pupils afterwards, for the following reasons:—

First.—By first inspecting, especially seeing the work of the teachers, much may be learned as to the standard to which the pupils have arrived, which will be a guide to the Inspecting officer in giving questions later on when he is examining the pupils.

Secondly.—The pupils having become used to his voice and presence will be less shy, timid or excited.

Thirdly.—Examination causes so much derangement of the ordinary routine of a school that when it has begun no fair judgment can be formed regarding the discipline and methods of teaching in ordinary circumstances.

6. *Notice of inspection.*—Ordinarily, notice of the date of inspection should be sent to high English, middle and training schools, with the intimation that work should be carried on in accordance with the usual routine on the day of inspection, so that the Inspecting officer may have an opportunity of seeing how the school is managed, the work of the several teachers conducted and the discipline maintained. The Head-master should also be asked to have the usual statements as to roll-number, number of pupils present, the average roll-number, and average daily attendance for the last six months and

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percentage of attendance, and any other information which may be required, ready. Surprise visits are, however, sometimes necessary and are not forbidden or discouraged in those cases when they are deemed desirable.

7. *Visitors' book.*—The first duty of the Inspecting officer is to look over the visitors' book to see to what points his inspection and examination should be specially directed, with a view to see if former instructions have been carried out. He should then proceed to inspect the school, and afterwards examine the classes.

8. *Registers and Accounts.*—The inspection of the registers and accounts should be made after the inspection of the school and examination of the pupils have been concluded. If on examining the accounts and registers it happens that some are incorrectly kept, the Inspecting officer should require the Head-master, Head Pandit, or *Guru*, as the case may be, to bring the accounts and books to his halting place, if near enough (or, if so distant, the officer should remain at the school), and have mistakes corrected.

9. *Returns.*—The Inspecting officer should see that the necessary returns have been submitted to the Inspector or District Board's office in due time; and if any returns are in arrears, he should note the fact and pass orders that the returns should be submitted at once.

10. *Inspection remarks.*—In the higher grades of schools inspection remarks should be written in English, and in middle vernacular and primary schools the remarks if written in English should be translated into the vernacular for the guidance of the teachers. When a class has done badly in a subject, the deficiencies should be clearly pointed out, and plain instructions recorded as to the best way for teachers to remedy the deficiencies; and in order that an Inspecting officer should be able to judge of the progress made, the amount of work done should invariably be noted in the inspection-book. Thus for Literature the number of pages read; for Arithmetic the rules, laws etc., etc.

11. *Discipline.*—The Inspecting officer should see that the teaching and discipline are such as to exert a right influence on the manners, the conduct and character of the pupils, so that they may be brought up as truthful, law-abiding and loyal men, with due reverence for their parents and those in authority over them.

12. *Furniture, etc.*—The furniture, maps and school apparatus should be checked once a year with the lists. If the amount in the school is insufficient, steps should be taken to obtain what is wanting.

13. *Time-table.*—The success of a school depends, in no small measure, on having a good time-table made out; so this should be carefully scrutinised, especially with the view to seeing that subjects, such as, for instance, Mathematics, which require a clear brain, are taken early in the day. Subjects like History or Geography, which are efforts of memory and do not need much mental strain, should be taken towards the close of the day. If a period is devoted to physical exercise, hand-writing should not immediately follow, as physical exercise is likely to make the hand unsteady for some time.

14. *Class order.*—For efficient teaching it is essential that the class be kept in good order. All unseemly habits, such as lounging

lolling over the desks, fidgeting, standing or sitting in a slovenly way, should at once be corrected. The pupils should be made to speak out distinctly, and yet not too loudly, as loud speaking on the part of the pupils or teachers disturbs the work of other classes.

15. *Teacher's position.*—The teacher should arrange his class and take up such a position that he can see every boy in the class, and, if practicable, every boy in the class should face the teacher's position. In a large room he will not probably be able to hear the pupils at the end of the classes, unless they speak very loudly. In such a case he should get the boys to come up to his position in batches, but under no circumstances should he move down to the pupils. The movement of pupils should be effected by voice and eye. It is fatal for a teacher to touch pupils in order to get them into position.

16. *Note book.*—Every teacher should keep a note-book, in which he should note the separate heads into which he divides each lesson, and in which he should enter briefly the information beyond that given in the text-book which he has given or intends to give to his class. A perusal of this note-book will much facilitate the Inspecting officer's work, and give him an insight as to the teacher's methods, and what he should expect from a class. The home preparation of teachers cannot be too strongly insisted on. Many masters teach with the text-books in their hands, but the best masters only look at the text-books to see the scope of the lesson, and then put it away. Thus their eyes are always on the boys' faces—a great help in teaching; also this accustoms the boys to hear facts expressed in different words, and so discourages parrot-like repetitions.

17. *Teacher's language.*—When listening to a master's lesson, the Inspecting officer should particularly note whether the lesson is given in plain and homely language, such as can easily be understood by the class. He will also note whether the teacher succeeds in fixing the attention of the whole class, and that he does not confine his attention to a few boys, but divides it over the whole class, paying especial attention to the backward boys. It is a common fault of inexperienced teachers to devote most of their attention to the few good pupils near them, to the neglect of the class in general.

18. *Reading lesson.*—The Inspecting officer having taken up his position at one side of the teacher, far enough away from him that he may not disturb the class, should then note the teacher's method—(1) whether he reads aloud a passage, the class listening, and then gets the pupils to read; (2) whether he detects mistakes in pronunciation, in not paying attention to stops, in not emphasising the emphatic word or words, in reading with expression, and in inflection of voice when necessary, and how he corrects these; (3) does he make the pupils read again a sentence in which a mistake has been made, or simply correct the mistake and then allow the pupil to proceed; (4) does he devote a certain time, say, 20 minutes, to reading only, and then, say, 20 minutes to examining and explaining the text, and the remainder of the time to parsing, etc., or does he do all these simultaneously; (5) does he put the pupils on consecutively to read or put them on up and

down through the class. The latter is the only method of fixing the attention.

19. *Arithmetic and Algebra*.—The Inspecting officer having taken up his position, will first observe what precaution the teacher takes to prevent copying. Nothing is so fatal as the habit of copying. It destroys all self-reliance, inculcates deceitfulness, and is more usual in the arithmetic and algebra lessons than in any other. The only way to prevent it is to make it impossible. No teacher by simply watching can entirely prevent it in Indian schools, where boys sit so close together; so it is of vital importance that he should guard against it. The easiest way of doing this is by giving different questions, as, for instance, the class may be numbered and the odd numbers told to do one sum and the even numbers another. It should also be noted whether all boys are provided with books. The teacher should not waste his time in dictating or writing a question on the black-board which the boys have in their books. This is a common mistake in young teachers; also it should be noted whether the teacher devotes a short time, say, 10 minutes, to testing the boys at definitions and statements of back work and rules. It is most important that this should be done. Most teachers neglect this, and take it for granted that boys remember back rules, etc., etc. It should be noted when a teacher works a sum or the class, if the solution is a general one, such as will apply to other questions of the same class, or if it only applies to the question under consideration; and if the teacher insists on answers being written out in correct form or only the work shown up. Many pupils can work out sums mechanically, but are absolutely ignorant as to what the answer is or how to express it.

20. *Euclid*.—One of the chief points in inspecting a class in this subject is to see that the subject is really understood, and not merely committed to memory. Pupils should be asked to demonstrate propositions without the use of letters as well as with them. The former method prevents in a great measure the usual system of cram, and the fact of having to use language other than the book language in no small measure tends to improve the pupils' English, and gives them a greater command of that language. Another important point is to see that pupils are able to apply the proposition quoted for making any construction in the proposition under demonstration, and to distinguish between the construction of a problem and the construction for the proof. The pupils should be constantly tested in definition, and to see that these are not forgotten, and definitions and axioms should be carefully illustrated by the teacher. Few pupils understand what a *locus* is, and fewer still the spirit of indirect proof. Points like these should be carefully explained and illustrated by the teacher.

21. *Mensuration*.—When examining in Mensuration, it should be seen that the teachers have clearly explained to the class the meaning of square measures, and that the pupils really understand what is meant. To test this it would be well to get the pupils to mark on square yard, a square *hath*, etc., on the ground.

22. *Writing*.—Hand-writing is one of the most important parts of a pupil's education, and is one to which in many, if not in most, schools

very little real instruction is given. In most cases the so-called teacher is in reality only an examiner. He looks over copies written either at school or at home, marks mistakes, but really gives no instruction how faults should be remedied. A good teacher in this subject should see that the head lines given to pupils are in accordance with the several standards of hand-writing; as for instance, that in round hand the letters in the headings are of the same size, that one pupil has not different size heading from another; in fine that uniformity should be observed in each standard. The teacher should also observe how pupils sit at desks and handle their pens or pencils, so as to correct improper attitudes or any undesirable habits. Attention should be paid to the forming of letters, and seeing whether pupils are too slow or too quick in writing. A good teacher will invariably make use of the black-board in teaching writing, and it is necessary to see that he can himself write clearly and neatly on the black-board.

23. *Geography*.—The teaching of Geography is, as a rule, most unsatisfactory in Indian schools, teachers confining their work to simply seeing that pupils learn by rote lists of names, without teaching the intellectual part of the subject; in fact, the teaching is lifeless. As Fearon remarks: "It is a deplorable waste of teaching power, and is ruinous both to teachers and taught to let the teacher's time and vigour be spent in telling the children mere rudimentary facts which they can gain from a penny text-book." The Inspecting officer should therefore direct his attention to the following points:—(1) To see that the teacher clearly explains to his class the difference between physical and political geography; (2) that the rudiments of physical geography are first taught; (3) that maps are invariably used when teaching geography; (4) that a teacher does not waste his time in simply testing the pupils as to their knowledge of the home lesson; (5) to see that the teacher makes the lesson interesting by giving his class extra facts not mentioned in the text-book, especially with reference to historical facts and things of interest connected with the place or country; (6) to see that the teacher has made home preparation for the lesson to be taught; (7) does he use blank maps or, if these are not available, does he draw blank maps on the black board; and (8) does he exercise the pupils in map-drawing?

24. *History*.—The lesson in history should be largely catechetical, and special attention should be paid to seeing that history is not merely learned by rote: in fact, when a pupil simply repeats the book-words, he should not get any credit for his answer. The answer should be in the pupil's own words, and should be such as to show that the subject has been really mastered and not simply learned by rote. When teaching history a map should invariably be used, so as to give the pupil an intellectual idea of the subject. The teacher should himself have carefully read the lesson for the day, and also read other books bearing on the lesson, so as to be able to exemplify and throw extra light on the subject. At the same time it should be carefully seen that the lesson in history does not degenerate into simply lecture. This is a fault of young and inexperienced teachers.

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DEPUTY INSPECTORS.

25. As mentioned in paragraph 2, Deputy Inspectors are primarily responsible for the state of middle and upper primary schools. They are required to spend 150 days on tour, and to inspect and examine each upper primary school in their circle once a year, each middle school at least twice a year, and, when practicable, once a quarter. The inspection of a middle school should last for the whole school sitting, and if the school is a large one, may require part of the whole of a second school sitting. A very important part of their work is the supervision of the work of Sub-Inspectors and Inspecting Pandits (*Guru* Instructors); and in order to test the work of these officers, it is necessary that they should accompany them to some primary schools which should then be inspected and examined by the Sub-Inspector or Inspecting Pandit in the presence of the Deputy Inspector, who will thus be in a position to judge of their work.

It is rather a waste of time and energy for a Deputy Inspector to require the Sub-Inspector and Inspecting Pandit to accompany him throughout his tour. At the same time, for supervision, it is necessary that these officers should be with him part of the time.

26. Deputy Inspectors should require the Sub-Inspectors in their circle to submit programmes of tours for their approval; and in order to facilitate the work of inspection, the schools should be separated into groups, and the schools which have to be inspected once a month *in situ* noted thus: in January a certain number of schools will have to be inspected, in February so many, and so on. The Deputy Inspector will thus be in a position to check the work of Sub-Inspectors.

27. Deputy Inspectors are required to check the diaries of Sub-Inspectors before passing their travelling-allowance bills. They should require them to submit a full list of lower primary, special and indigenous schools, showing the dates of inspection in the following form along with their diaries and travelling-allowance bills; the form to be returned to them after passing the travelling-allowance bill :—

[illegible]

28. A complete list of all schools in the circle should be kept in the Deputy Inspector's office in the following form :—

Register Number.	Name of school.	Thana.	Class.	Name and residence of teacher.	Date when first started.	Name of person in whose house school is held in case the school has no house of its own.	Condition of school-house or of the place in which the school is held.	REMARKS.
1	2	3	4	5	6	7	8	9

29. The course of studies in middle schools should be divided into three parts, to be taught during the first three quarters of the year, leaving the fourth quarter for the revision of the whole. At his inspection the Deputy Inspector will see that this has been done, and, further, that the portions so marked out have been taught in each class. The portions marked out for each quarter and a routine of work should be hung up in each class for the information of teachers and pupils by the Head-master.

30. When inspecting a middle or upper primary school, the Deputy Inspector should carefully scrutinise the ages of the pupils, and see that the ages entered in the daily register agree with those in the admission register, and that the ages of pupils who have passed the Lower or Upper Primary examination or Standard II or IV, as entered in the admission register, agree with the age stated in the certificate. When any doubt as to the age of a pupil arises, local evidence as far as available should be made use of. Ages should invariably be stated in years and months; thus 12-3 means 12 years 3 months.

In situ Inspection.—Deputy Inspectors of Schools should see *in situ* all upper primary schools and as many lower primary schools as they conveniently can. For, it is absolutely necessary for them to test the work done by Sub-Inspectors and the allotment of grants to primary schools made by them, and this duty can never be properly done without the inspection of schools *in situ*.

SUB-INSPECTORS.*

31. As mentioned in paragraph 2, the duties of Sub-Inspectors are mainly in connection with lower primary and indigenous schools, and unless authorized by a Deputy Inspector or some superior officers, they are not allowed to visit or inspect schools of a higher grade. They are required to be more than 200 days on tour, and should visit and inspect *in situ* each lower primary school in their circle at least twice a year. Tour programmes should be submitted to the Deputy Inspector before going out on tour.

* Sub-Inspectors of Schools have been re-transferred from the District Board to the Department under Government Order No. 69, dated 10th January 1906.

Inspections and Visits.

32. When inspecting a lower primary school, they should carefully scrutinise the ages of the pupils, comparing the ages as entered in the daily register with those in the admission register, when one is kept, and when any doubt arises as to the age of a pupil, local evidence, as far as available, should be made use of. This is especially necessary in the case of pupils in the first class, to whom the Inspecting Pandit has to give a certificate of age. *Ages should invariably be stated in years and months; thus 11-6 means 11 years 6 months.*

33. The Sub-Inspector should divide the course of studies for primary schools into three parts; one part to be taught in each of the first three quarters of the year, leaving the fourth quarter for revision and exercise. These routines should be made over to the Inspecting Pandits for distribution to the schools, and on visiting the school a Sub-Inspector should see that the portions marked out have been taught in every class, and in case they have not been so taught, unless good reason can be shown, he should recommend to the District Board or the Deputy Commissioner in non-scheduled district, to reduce the teacher's stipend, etc., until what is required is done.

34. A very important part of the work of a Sub-Inspector is that of supervising the work of Inspecting Pandits (*Guru* Inspectors), and particular attention should be paid to seeing that these men do not confine their attention merely to inspecting schools and examining pupils. Their primary work is to instruct the *gurus*, to show them how to teach, how to manage a school, how to maintain discipline, how to drill pupils, and how to keep registers, etc.; so when supervising the work of an Inspecting Pandit, he should keep these points prominently in view, and should insist on each Inspecting Pandit leaving on record in the inspection book what time he devoted to the above.

35. When on tour with an Inspecting Pandit, a Sub-Inspector should occasionally get the Inspecting Pandit to instruct the *guru*, and also teach the classes, so as to test whether the Inspecting Pandit is himself capable of instructing the *guru* in the art of teaching school-management.

36. Sub-Inspectors are required to check the diaries of Inspecting Pandits. They should therefore require them to submit a full list of primary, special and indigenous schools in their respective circles in the following form, showing the dates of inspection; this form is to be returned to the Inspecting Pandit. They will thus be in a position to see that no school has been left uninspected :—

[illegible]

Inspections and Visits.

37. Sub-Inspectors when halting at a place should, in the evening after school-hours, hold meetings of the neighbouring *gurus*, in order to instruct them in the art of teaching and school-management, and for the purpose of explaining difficulties which may have arisen in their work. They should also take this opportunity of explaining to them departmental rules, etc. It is also desirable that from time to time they should hold meetings of the influential members of the community, pointing out to them the advantages of education both to boys and girls, and, as far as possible, induce them to take practical interest in education, especially that of girls.

(c) VISITS AND TOURS.

In the General Report on Public Instruction in Bengal, 1903-04, it is stated that the minimum number of visits may be reduced if possible from 350 to 200 or 225 a year. The object was to utilize the Sub-Inspectors more thoroughly as teachers of the new methods of work, as well as giving them more time to work as Inspecting officers. Accordingly it has been remarked there that "a day spent on each visit of instruction and inspection is not too much." This was also intended to put a stop to hurried perfunctory visits, such as have been common hitherto, and to ensure thorough, or at least improved, inspection, and to train the untrained *gurus* of primary schools. The number of tour days should not therefore fall below 200 days, and the number of visits below 225, and the latter should in no case exceed 300 a year, as that will almost certainly show perfunctory work.

Deputy Inspectors, and those Sub-Inspectors who have over 15 primary schools within 5 miles of their head-quarters, may be allowed to count one day for every two days spent on the inspection of such schools within their limits.

D. P. I. Cir. No. 131, dated 8th Sept. 1906.

D. P. I. Cir. No. 160, dated 28th Novr. 1905.

VISITS BY THE PRESIDENT OF THE PANCHAYAT OF A UNION.

Where a President is appointed of the Panchayat of a Union, he is to be *ex-officio* a visitor—(a) of upper and lower primary schools aided from public funds or under public management; and (b) of pounds, public ferries and public *serais* in the Union; and this fact should be specifically mentioned in the *sanad* to be issued to him.

The President should submit his inspection note to the Sub-divisional Officer or the District Magistrate, as the case may be.

Bengal Govt. Judl. Dept. No. 751J.—D. dated 1st May 1906.

6.—COMMITTEES.**(a) DISTRICT COMMITTEES OF PUBLIC INSTRUCTION.****RULES FOR THE GUIDANCE OF DISTRICT COMMITTEES OF PUBLIC INSTRUCTION.**

[Sanctioned by Government Orders, dated 1st February 1873.]

The following rules, though they have almost entirely become obsolete, except to some extent in the three districts of Singhbhum, Darjeeling and the Sonthal Parganas, are published for general information :—

1. In each district* the Committee of Public Instruction will be

<i>In Regulation Districts.</i>	<i>In Non-Regulation Districts.</i>	composed of the officers noted in the margin, with any other official or non-official residents who may be appointed by Government on the nomination of the Commissioner.
Commissioner, President.	Commissioner, President.	
Magistrate, Vice-President.	Deputy Commissioner, Vice-President.	
Joint-Magistrate.	Assistant Commissioner.	
Inspector of Schools.	Inspector of Schools.	
Principal of College or Head-master of High school, if any.	Principal of College or Head-master of High school, if any.	
Deputy Inspector of schools.	Deputy Inspector of Schools.	

N B.—In what are known as the scheduled districts under the Local Self-Government Act District Committees of Public Instruction no longer exist.

2. The Secretary to the Committee will be appointed by Government upon the recommendation of the Commissioner.

3. All the Government schools in each district are placed under the supervision of the District Committee.

4. Grant-in-aid schools will be managed by their own Committees under the supervision of the Inspectors, but the grants to such schools will be made on the recommendation of the District Committee, the opinion of the Inspector being required on each several application and on the annual allotment of the district grant.

5. Pathshalas and all other schools which received grants otherwise than under the grant-in-aid rules will be under the control of the Magistrate of the district and the Subdivisional Officers, assisted by the Inspecting officers, and the grants to those schools will be allotted by the Magistrate with the advice of the Committee.

Government Zilla Schools.

6. The current business of the zilla school will be conducted by the Head-master, under the general direction and control of the District Committee, and in accordance with the rules of the Department of Public Instruction.

7. The funds of the school will be administered by the Committee. They consist of annual income and funded property.

* These rules do not apply to Calcutta.

Committees, District.

8. The income comprises—(a) receipts from fees and fines; (b) donations and subscriptions; (c) interest of funded property; (d) the grant from Provincial Revenues. All receipts must be paid into the treasury.

9. The expenditure will be under the control of the Committee, who will effect all payments by bills drawn upon the treasury. The bills will be drawn monthly or otherwise by the Head-master, and will be countersigned for payment by the Vice-President of the Committee. Sums not exceeding Rs. 100 at any one time may be drawn, when required as advances for current expenditure, by bills signed by the Vice-President and one other member of the Committee.

10. The funded property of a school comprises such Government or other securities as the Committee may have been able to acquire; and no portion of such funded property may be expended without the sanction of Government, for which application must be made to the Director of Public Instruction through the Inspector.

Funds belonging to the school, when in the shape of Government or other securities, must be invested in the joint names of the Collector of the district and the Director of Public Instruction.

11. A regular account of all sums credited and expended will be kept by the school, and an abstract of it in the form annexed, marked (A), together with a list of all bills cashed during the quarter must be forwarded by the Committee to the Inspector quarterly, that is to say, on the 1st day of the months of April, July October and January.

12. A register of daily attendance must be kept in the school, and an abstract of it will be forwarded to the Inspector at the end of each quarter in the form annexed, marked (B).

13. A visitors' book will also be kept in the school, in which any member of the Committee can enter such remarks as he may think called for, and this book shall be open to the inspection of the masters, and shall be laid before each meeting of the Committee.

14. No pupil can be expelled without an order of the Committee, recorded in writing.

15. Leave of absence to masters holding gazetted appointments will be granted by Government on the recommendation of the Director.

16. The annual examination will be conducted by the Head-master (in November or December), under the orders of the Committee. He will examine all the classes, and submit a report to the Committee setting forth his opinion on the state of each class and his recommendations for class promotions.

The regular class promotions will take place annually at the commencement of the session, but the Committee may at any time promote a boy specially on the recommendation of the Head-master.

17. An annual report on the school will be prepared by the Committee, who will append thereto the Head-master's report *in extenso*, together with a capital account, showing the amount and distribution of the funded Property of the school, and all tabular statements that may be required from time to time by the Department of Public Instruction.

II.—CONTROLLING AGENCIES. *Committees, Managing.*

This report will be submitted to the Commissioner as part of the annual district report, a duplicate of which will be forwarded to the Inspector.

The following extracts from orders of 1871 are also published:—

“The Commissioner will exercise a general supervision and control over the Committees, and, if present, will preside at the meetings of the Committee. The Magistrate and Collector will be Vice-President and take the chair when the Commissioner is not present. He will be authorised to delegate this duty to any other member acceptable to the Committee generally when he is not present himself. The Inspector of the circle will be *ex-officio* a member of all Committees. The Vice-President will be the active head of the Committee, and will carry on the duties through the Deputy Inspectors and the Secretary, subject to the resolutions of the Committee. The Head-master of the Government school, or other Educational officer selected, will be Secretary to the Committee. A clerk, if necessary, may be allowed. The Sub-Inspectors of subdivisions will be placed under the Subdivisional Officers. Hereafter a subdivisional educational Sub-Committee may be constituted to manage Educational affairs in any subdivision where there are many schools of a superior class. Such Sub-Committee will be subordinate to the District Committee, and will be presided over by the Subdivisional Officer.”

“All ordinary Government schools will be under the management and supervision of the Committee. The Government will allot a certain sum for grants-in-aid to each district, distinguishing the allotment for middle and higher education and that for primary education. Grants for aided schools of the former class will be made on the recommendation of the Committee, the opinion of the Inspector being required in each case; while the sums devoted to Primary Education will be allotted by the Magistrate with the advice of the Committee. It is to be understood, however, in regard to the higher and middle schools classed as *aided*, that the District Committees, having assigned the grants, will not have authority to interfere with the Local Committees or other Managers of these schools. The Inspecting officer will, as now, see that the conditions of the grants are complied with, but, subject to these conditions, it is the wish of the Government to leave the local management of aided schools as unfettered as possible. All questions of making new grants-in-aid and of renewing or revising old grants will be considered by the District Committees on the report of the Deputy-Inspector.”

(b) MANAGING COMMITTEES.

INSTRUCTIONS RELATING TO THE APPOINTMENT AND PROCEEDINGS OF COMMITTEES OF MANAGEMENT OF AIDED SECONDARY SCHOOLS.

1. The general management of an aided secondary school, high or middle, is subject to the rules prescribed from time to time by Government or the Department for the management of aided schools

Committees, Managing.

The local management shall remain in the hands of a Committee of management, the members of which shall be so selected as to represent all classes of the community—legal, commercial, trading, industrial and agricultural; but in cases in which the Director of Public Instruction is satisfied that the promoters of a school can give guarantee for efficient management otherwise, it will be sufficient if it is placed under a Visiting Committee as in the case of a school maintained from public funds.

2. Appointments to a Committee of Management shall be made with the approval of—

- (a) The District Officer, in consultation with the Inspector of Schools, in the case of a school aided by Government;
- (b) The Chairman of the District Board or Municipal Committee, in the case of a school aided by a District Board or Municipal Committee.

The members of a Committee of Management of a school shall elect from amongst themselves a Chairman, a Secretary and an Auditor, and submit their names to the District Officer, or the Chairman, as the case may be, for approval.

4. A meeting of the Committee shall be called by the Secretary, usually once every month (except in the long vacation months), or oftener if need be. Not less than seven days' notice shall be given of any meeting.

5. The notice shall set forth the business to be transacted at the meeting, and no business other than that so stated shall be transacted except with the consent of all the members present. When any business of which notice has not been given is considered at a meeting, the decision recorded or resolution adopted at such meeting shall be communicated forthwith to all the members, and the subject may then be re-opened at a subsequent meeting convened on a requisition made by three members of the Committee within seven days of the communication of the decision or resolution: but, save as herein provided, no subject once finally disposed of shall be reconsidered within six months, unless two-thirds of the members consent by signing a requisition.

6. The monthly audited accounts shall be presented at the next month's meeting of the Committee for the purpose of being passed.

7. The maximum number of members of a Committee shall be ten and the minimum six, and one-third of the members in office shall form a quorum. The Chairman shall have a casting vote, in addition to his ordinary vote, when the votes of the members present are equally divided. In the absence of the Chairman, one of the members present shall be elected to preside. Committees may formulate any further rules of business that may be considered necessary.

8. The Managing Committee of a school shall make arrangements for inspecting the institution at least once a quarter, and if necessary, may, with the sanction of the District Officer or Chairman of the Municipality or the District Board, as the case may be, appoint a Board of Visitors for the purpose, which may consist of selected

Committees, Managing.

member, of the Committee as well as of other qualified gentlemen in the neighbourhood. Visits shall not, however, be paid to the school during school hours more often than once a month. Due notice of a visit shall ordinarily be given to the Head-Master, but surprise visits may be made when necessary. The number of members visiting a school on any occasion shall not be more than two.

9. The visitors may either record their opinion in the Visitors' Book of the school for the information of the Inspector or the Deputy Inspector of Schools, or may communicate the same to the Managing Committee for necessary action.

10. Criticism of the methods of teaching is beyond the duties of Managing Committees, and hence, if on the inspection of a school the members of the Managing Committee should be present when any teacher is teaching his class, critical remarks on such teaching shall not be made to the master or before the class, though if it is considered desirable, a reference on the subject may be made by the Committee to the Inspector of Schools, or, in the case of a collegiate school, to the Principal of the College to which the school is attached.

11. Under the direction of the Committee, the Secretary shall carry on correspondence with the proper authorities on behalf of the Committee. He shall also keep a record of the proceedings of each meeting, and submit it to the next meeting for confirmation. Such proceedings and all work done by the Committee shall be duly recorded in a book kept for the purpose.

12. The trust-deeds and other important papers relating to the school shall be in charge of the Secretary or of some resident member of the Committee, except those which it is necessary to keep in the special charge of the Head Master; but all papers relating to the school in the shape of accounts and records shall be available at any time for inspection by all inspecting officers of the Education Department.

13. No teacher shall be appointed, promoted, suspended or removed except by a resolution passed at a meeting of the Committee. In all cases of appointment, promotion and removal of the staff, the Head Master's opinion shall be placed on record, and the Committee shall always record reasons for removal, punishment, stoppage of promotion and supersession of the staff.

In exceptionally urgent cases relating to teachers other than the Head Master, however, the Secretary shall, after consultation with the Head Master, make a provisional appointment in anticipation of the Committee's sanction, but the matter shall be reported to the Committee at their next meeting for approval.

Similarly a provisional arrangement shall be made by the Secretary in consultation with the Chairman, and subject to the approval of the Committee, in respect of a vacancy in the Head Mastership when the case is exceptionally urgent. Final confirmation by the existing educational authorities, as required under the grant-in-aid rules, will, however, still be necessary.

14. Subject to the provisions of the grant-in-aid rules, the list of holidays shall be settled by the Secretary, in consultation with the

Head-master. In the case of a difference of opinion between the Secretary and the Head-master, the matter shall be referred to the Committee for decision.

15. The arrangement of classes, the settlement of the school routine, and all other details relating to school discipline and teaching shall be in charge of the Head-master acting under the advice of the Departmental Educational officers. The Committee, however, shall have the right to offer their opinion and advice in these matters in writing to the Inspector or the Deputy Inspector of Schools.

16. All questions relating to the promotion of boys and the selection of candidates for the Entrance and Scholarship Examinations shall remain in the hands of the Head-master, and be subject to the control of the Inspecting officers of the Education Department only.

(c) VISITING COMMITTEES.

RULES FOR THE CONDUCT OF BUSINESS OF THE VISITING COMMITTEES OF SCHOOLS MAINTAINED FROM PUBLIC FUNDS.

[These rules are supplementary to the existing rules for the management of schools which are already in force.]

1. For every secondary school managed by Government, or by a District Board and Municipality, there shall be a Visiting Committee, consisting of local residents adequately representing the classes from which the students are drawn.

D. P. I.
Cir. No 115,
dated 13th
June 1906.

2. For Government schools, except collegiate schools, the members of the Visiting Committees shall be appointed by the District Officer, in consultation with the Inspector of Schools. For collegiate schools, they shall be appointed by the Director of Public Instruction on the nomination of the Principals of the Colleges to which the schools are attached, who shall consult local authorities before sending in their selections.

3. For schools managed by District Boards, Municipal Committees or Joint-Committees, the members shall be appointed from among the members of District and Local Boards, Municipal Committees or Joint-Committees, as the case may be, by the Chairman concerned. Other gentlemen interested in education may also be appointed members.

The authority nominating a member as a Visiting Committee, shall have power to remove a member from the Committee for good and sufficient reason.

4. The term of office of members of Visiting Committees shall be for a period of three years from the date of their appointment. Any member shall be eligible for re-appointment at the end of that period at the discretion of the appointing authority. Members who have not fulfilled the duties for which they were appointed, shall not be re-appointed on the expiry of the three years' term of office. A member shall be appointed whenever a vacancy occurs.

5. Visiting Committees shall have no power to issue any orders to the Head-masters of schools, their functions being confined to the

Committees, Visiting.

offering of advice for the consideration of the school authorities and the officers of the Education Department.

6. The Visiting Committee of a school shall inspect the institution at least once a quarter. Visits shall not, however, be paid to the school during school hours more often than once a month. Due notice of visits shall ordinarily be given to the Head-master, but surprise visits may be made when necessary. The number of members visiting a school on any occasion shall not be more than two.

7. The Visiting Committee shall either record their opinion in the Visitors' Book of the school for the information of the Inspector or the Deputy Inspector of Schools, or the Principal of the College, as the case may be, or communicate their suggestions in writing direct to such officers. A copy of the remarks shall also be forwarded in the case of schools managed by District Boards, Municipal Committees or Joint-Committees to the Chairman concerned within three days of the inspection.

8. Criticism of the methods of teaching is beyond the duties of Visiting Committees, and hence, if on the inspection of a school the members of the Visiting Committee should be present when any teacher is teaching his class, critical remarks on such teaching shall not be made to the master or before the class, though if it is considered desirable a reference on the subject may be made by the Committee to the Inspector of Schools, or in the case of a collegiate school, to the Principal of the College to which the school is attached.

9. The members of every Visiting Committee shall elect from amongst themselves a Chairman and a Secretary, and submit their names to the District Officer, the Director of Public Instruction or the Chairman of the District Board, Municipal Committee or Joint-Committee, as the case may be, for approval.

10. A meeting of a Visiting Committee shall be called by the Secretary when considered necessary, or at the requisition of any two members of the Committee, for the general discussion of matters relating to the school. Not less than seven days' notice shall be given of any meeting.

11. The notice shall set forth the business to be transacted at the meeting, and no business other than that so stated shall be transacted except with the consent of all the members present. When any business of which notice has not been given is considered at a meeting, the decision recorded or resolution adopted at such meeting shall be communicated forthwith to all the members, and the subject may then be re-opened at a subsequent meeting convened on a requisition made by three members of the Committee within seven days of the communication of the decision or resolution; but, save as herein provided, no subject once finally disposed of shall be reconsidered within six months, unless two-thirds of the members consent by signing a requisition.

12. The maximum number of members of a Visiting Committee shall be ten and the minimum six, and one-third of the members in office shall form a quorum. The Chairman shall have a casting vote, in addition to his ordinary vote, in cases where the votes of the members present are equally divided. In the absence of the Chairman, one of the members present shall be elected to preside. Committees may

District Boards.

formulate any further rules of business that may be considered necessary.

13. Under the direction of the Committee, the Secretary shall carry on correspondence with the proper authorities on behalf of the Committee, and be in charge of all papers belonging to the Committee.

14. The Secretary shall keep a record of the proceedings of each meeting, and submit it to the next meeting for confirmation. Such proceedings and all work done by a Committee shall be duly recorded in a book kept for the purpose, which shall be open for inspection by all Inspecting officers of the Education Department.

7.—DISTRICT BOARDS.

(a) PROVISIONS OF THE LOCAL SELF-GOVERNMENT ACT [ACT III (B.C.) OF 1885] RELATING TO EDUCATION.*

Section 62.—Subject to any rules made by the Lieutenant-Governor under this Act, every District Board shall be charged with, and be responsible for, the maintenance and management of all primary and middle schools under public management within the district, the construction and repair of all buildings connected therewith, the appointment (subject to the provisions of section 33)† of all masters and assistant masters thereof, and the payment of the salaries of such masters and assistant masters: Provided that nothing contained in this section shall be held to apply to schools for the education of Europeans and Eurasians.

Section 63.—Subject to any rules made by the Lieutenant-Governor under this Act, a District Board may with its own consent be charged with, and made responsible for, the maintenance and management of any other schools or class of schools within the district.

Section 64.—It shall be lawful for the Lieutenant-Governor to declare that the maintenance and management of any high English school under public management, situated within a town which has been or may hereafter be constituted a Municipality under the Bengal Municipal Act, 1884, shall be entrusted to a Joint-Committee, consisting partly of members delegated by such District Boards as may be named in the order.

* *N. B.*—The Local Self-Government Act extends to all territories subject to the Lieutenant-Governor of Bengal, which are not included within the limits of the town of Calcutta, or of the districts of Singhbhum, the Sonthal Parganas, the Chittagong Hill tracts, or Darjeeling, or of any place or town to which the provisions of the Bengal Municipal Act, 1884, have been or may hereafter be, extended.

† *Section 33.*—Every District Board, subject to the provisions hereinafter contained, may from time to time determine and appoint the establishment to be employed by it, or by any Joint-Committee constituted under section 30, and may fix the salaries to be paid to such establishment:

Provided—

- (1) that no appointment, the monthly salary of which amounts to Rs. 100 or more, shall be created or abolished without the approval of the Commissioner, and that every nomination to and dismissal from such an appointment shall be subject to confirmation by the Commissioner ;

- (3) that every District Board shall conform to any rules made by the Lieutenant-Governor under this Act regarding the qualifications of candidates for employment,

Every order issued under this section shall specify the number of members to be delegated, and the proportion of the cost of maintenance of the school to be provided by each of the local authorities and the Municipal authority named therein.

Every Joint-Committee appointed under this section shall, in respect of any such school, have the same powers, and be subject to the same liabilities, as are by this heading conferred and imposed on District Boards.

Section 65.—It shall be lawful for the Lieutenant-Governor from time to time to transfer to a District Board such funds as he may deem necessary for expenditure on the improvement of primary schools within the district under private management. And subject to any rules made by the Lieutenant-Governor under this Act, the Board shall be charged with, and be responsible for, the proper distribution of such funds.

(b) EDUCATIONAL RULES UNDER CLAUSES (J) AND (Q) OF SECTION 138 OF THE LOCAL SELF-GOVERNMENT ACT [ACT III (B.C.) OF 1885.]

[Issued under the Gov'. of Bengal, General Dept., Notification No. 3373, dated the 25th September 1895.]

GENERAL.

1. Throughout the rules in this part—

- a) "Schools" are institutions in which the course of instruction does not go beyond the standard of the University Matriculation Examination.
- (b) "Public schools" are those schools in which the course of study conforms to the standards prescribed by the Department of Public Instruction or by the University, and which either are inspected by the Department or present pupils at the public examinations held by the Department or the University.
- (c) "Schools under public management" are those public schools which are managed by the Department, by District, Local or Municipal Boards, or by other special persons or Committees appointed by, and acting on behalf of, Government.
- (d) "Schools under private management" are those public schools of which the Managers are private persons or bodies.
- (e) "Public funds" include funds assigned for the purposes of education from Provincial, Local and Municipal revenues. "Private funds" include funds derived from any other source.
- (f) "The Department" means the Department of Public Instruction.
- (g) The term "Inspector" includes the Divisional Inspector and a Joint or Assistant Inspector authorized by the Department to act on his behalf.

District Boards.

2. The rules in this part apply to the following classes of public schools over which District Boards exercise control of various kinds:—

(a) Boards schools —

Middle and primary schools directly managed and maintained by a District Board under section II.

(b) Grant-in-aid schools—

Middle and primary schools for boys receiving grants from a District Board under section III.

(c) Primary schools for boys and girls receiving stipends or rewards from a Board under section IV.

(d) Any other schools or class of schools which may be transferred to a Board by the Lieutenant-Governor under section 63* of the Act, or which the Board may, with the sanction of the Lieutenant-Governor, establish from the District Fund.

(e) High English schools transferred to Joint-Committees under section 64* of the Act.

3. The Lieutenant-Governor shall have power to exempt any school or class of schools from the operation of all or any of the rules laid down in the following sections:—

SECTION I —GENERAL RULES APPLICABLE TO ALL CLASSES OF SCHOOLS OVER WHICH DISTRICT BOARDS EXERCISE ANY CONTROL.

4. Any school managed, maintained or aided by a District Board, together with all its accounts, books and other records, shall at all times be open to inspection and examination by the Educational Inspecting officers of the Board, by the Commissioner, by the District or Subdivisional Magistrate, by the Inspector, and by the Deputy Inspector; and to this end the records and accounts shall be placed in such custody that they shall always be accessible on the visit of any such Examining or Inspecting officer. Such inspection shall have no reference to religious instruction, but only to secular education.

5. Every such school shall submit punctually and in the prescribed forms such annual and periodical returns as may be called for by the Department or by the Board.

6. The text-books in every such school shall be selected from a list published by the Director of Public Instruction.

7. No change of system in the administration or control of grant-in-aid and primary schools shall be introduced by a District Board

* Section 64 of the Local Self-Government Act:—

“It shall be lawful for the Lieutenant-Governor to declare that the maintenance and management of any high English school under public management, situated within a town which has been or may hereafter be constituted a Municipality under the Bengal Municipal Act, 1884, shall be entrusted to a Joint-Committee, consisting partly of members delegated by the Commissioners of such municipality, and partly of members delegated by such District Boards as may be named in the order.

“Every order issued under this section shall specify the number of members to be delegated and the proportion of the cost of maintenance of the school to be provided by each of the local authorities and the Municipal authority named therein.

“Every Joint-Committee appointed under this section shall, in respect of any such school, have the same powers and be subject to the same liabilities, as are by this heading conferred, and imposed on District Boards.”

District Boards.

without the sanction of Government. Application for such sanction shall be forwarded to the Director of Public Instruction, through the Inspector, who shall record his opinion on the proposal.

8. If a middle vernacular school is converted into a middle English school, the extra cost is, except under the sanction of the Department, to be borne by local subscriptions or increased fees, and is to throw no increased charge on the District Fund.

9. No school in which the course of instruction is carried beyond the matriculation examination of the University shall receive any contribution from the District Fund.

Bengal Govt.
Mun. Dept.,
Notification
No. 3166 L.
S.-G., dated
16 Nov. 1904.

9A. No books, newspapers or other periodicals may be purchased by a District Board without the sanction of the Commissioner of the Division.

10. Fees shall be levied from all pupils in schools of every class under a District Board, except from such as may be exempted under rules prescribed from time to time by the Department.

D. P. I.
Circular No.
204, dated 31st
Dec. 1907.

11. The following procedure should be followed in the matter of the countersignature of educational bills payable by District Boards:—

1. Sub-Inspectors of Schools, or Assistant Sub-Inspectors who are charged with the work of Sub-Inspectors, should prepare and submit to District Boards or Local Boards, as the case may be, the quarterly stipends for primary schools. Deputy Inspectors should be charged with the duty of countersigning and submitting to District Boards or Local Boards, as the case may be, the deferred allowances which are given as a result of selection by the Sub-Inspectors.

2. Bills for grants-in aid to middle English and middle vernacular schools should be countersigned by Deputy Inspectors; but where Sub-Inspectors are authorised by competent authority to inspect middle schools, they may countersign these bills.

3. Bills for lower primary scholarships tenable in upper primary schools should be countersigned by Sub-Inspectors of Schools or by Assistant Sub-Inspectors who are charged with the work of Sub-Inspectors, and be submitted by them either to District or Local Boards according to the practice of the district concerned. The only exception to this procedure will be the case of a lower primary scholarship awarded by a District Board and made tenable, with the consent of that Board, in another district (*vide* Rule 8, Chapter XXXIII, page 191 of the Rules and Orders of the Education Department). In such a case the existing practice should be adhered to, according to which the bill is drawn up by the Deputy Inspector of the district in which the scholarship is held and presented for payment to the District Board which awarded it through the Deputy Inspector of the latter district.

4. Bills for lower primary scholarships tenable in middle English or middle vernacular schools should be countersigned by Deputy Inspectors of Schools, and be submitted by them to the District Boards concerned.

5. Bills for lower primary scholarships tenable in high schools should be submitted by the Head-masters of such schools to the District Boards direct and without countersignature.

SECTION II.—(A) BOARD SCHOOLS.

Middle and Primary Schools directly managed and maintained by a Board.

12. Subject to the general control of the Department, the Board shall have with regard to these schools the following powers in addition to those conferred on it by section 62* of the Act:—

- (1) of deciding where new schools shall be opened, and the manner in which accommodation for them shall be provided. But no such school shall be opened without the sanction of the Director of Public Instruction, to be obtained through the Inspector.
- (2) of transferring or closing existing schools.
- (3) of fixing the class and the standard of instruction of every such school: the selection to be made from classes and standards recognized by the Department.

NOTE.—The conversion of a vernacular into an English school, or the opening of an English school with funds saved by the closing of one or more vernacular schools elsewhere, will require the sanction of the Department.

- (4) Of fixing, subject to such limitations as may be from time to time prescribed by the Department, the rate of monthly admission and re-admission fees to be paid by pupils in every such school.

13. The Board shall notify to the Inspector, all schools opened or closed, and all appointments of teachers on Rs. 10 and upwards made by it, stating in each case the educational qualifications of the persons appointed.

14. The list of holidays and vacations to be observed in Board schools shall be fixed annually by the Board, subject ordinarily to the limit of 60 days in the year, exclusive of Sundays. A copy of such list shall be forwarded to the Deputy Inspector at the beginning of each year.

15. No school building or extension of a school building, shall be constructed by the Board, unless the site, plans, and estimate for the same shall have been approved by the Inspector if the cost of the work is not to exceed Rs. 1,000, or by the Director of Public Instruction in any other case. But if the expenditure is not to exceed Rs. 250, the approval of the Inspector shall not be required.

16. Strict religious neutrality shall be maintained in Board schools.

SECTION III.—(B) GRANT-IN-AID SCHOOLS.

Schools under Private Management receiving Grants from a Board.

GENERAL RULES.

17. Whenever funds shall have been made over to a District Board for the benefit of grant-in-aid schools within the district, the

* Powers conferred on the Boards by section 62 of the Act—

- (1) The construction and repair of buildings ;
- (2) the appointment of all masters and assistant masters ; and
- (3) the payments of the salaries of such masters and assistant masters.

District Boards.

District Board shall be charged with, and be responsible for, the distribution of such funds in accordance with the following rules.

18. Grants shall not be made under these rules to high schools, to girls' schools, or (except with the special sanction of the Department) to primary schools.

NOTE.—If an aided middle school under the control of a District Board be converted with the consent of the Board, into a high school, the Board may, notwithstanding this rule, continue to aid such school until it shall receive a grant from the Department.

19. Applications for new grants-in-aid or for the renewal of old grants shall be made direct to the Board. Before disposing of any such application, the Board shall consult the Inspector, whose opinion in writing shall be recorded on the application. Should the applicant be dissatisfied with the Board's order, he may appeal to the Inspector. Should the Inspector be dissatisfied with the Board's order, he may refer the matter to the Commissioner for decision.

20. The promoters or managers of any institution by whom application for a grant is made shall appoint a Secretary to conduct their correspondence with the Board.

21. The Board shall not make a grant to any school, other than training schools, night schools for adults, technical schools, and schools for aborigines and low cases, that does not require the payment of monthly fees, however small, from all its scholars, except such as may be exempted in accordance with a scale to be approved by the Director of Public Instruction: Provided that this rule shall not apply to such scholarship-holders as are entitled to free tuition in accordance with the rules prescribed by Government.

22. Grants-in-aid shall be given on the principle of strict religious neutrality, and no preference shall be shown to any school on the ground that any particular religious doctrines are taught or not taught therein.

23. Should the Inspector discover that the instruction or discipline in any school aided by the Board is not efficient, or that the accounts are not properly kept, or that any of the conditions on which the grant was made are not observed, or should he be in any other way dissatisfied with the management of the schools, he shall report the matter to the Board, which shall then take such action as may be necessary.

24. Should the Board on such reference omit to take the necessary action, the Inspector may move the Commissioner to take action under section 125 of the Act. If the Commissioner declines to take action, the Inspector may refer the matter for the orders of Government through the Director of Public Instruction.

25. The managers of schools receiving grants-in-aid from the Board shall be responsible for the due expenditure of the school funds in accordance with the conditions of the grant.

26. The Board shall interfere as little as possible with the local management of a school receiving a grant-in-aid. If the conditions of the grant are not fulfilled, the grant may be reduced or withdrawn by the Board.

27. The Board shall notify to the Inspector all grants suspended or withdrawn, or renewed without alteration, or reduced, or increased,

District Boards.

and all schools opened or closed. It shall be competent to the Inspector to make recommendations in such matters to the Board, and the Board shall take such recommendations into consideration.

28. Grants shall in no case exceed in amount the sums to be expended from private sources, except in special cases under special orders of Government.

Monthly grants.

29. For middle schools in which the expenditure is more than Rs. 40 a month, the grants shall not exceed two-thirds of the income guaranteed from private sources, except in the places mentioned below, in which the grants may equal the income guaranteed from private sources:—

<i>Divisions.</i>	<i>Thanas.</i>
Patna.	Khatra ...
Bhagalpur.	Raipur ...
Orissa.	Simlapal ...
	} In Bankura.
<i>District.</i>	
Birbhum.	

30. For middle schools in which the expenditure does not exceed Rs. 40 a month, as well as for primary schools, training schools, night-schools for adults, technical schools, and schools for aborigines and low castes, the grants may equal the amount guaranteed from private sources.

31. For the purposes of rules 28 and 29, Municipal contributions shall be reckoned as receipts from public sources.

32. In respect of any school for which application for a grant is made, full information shall be supplied on the following points, and shall be thrown in the shape given in Form A appended to these rules:—

- (a) The pecuniary resources, permanent and temporary, on which the school will depend for support.
- (b) The proposed monthly expenditure in detail.
- (c) The average number of pupils to be instructed.
- (d) The persons who are to form the Committee of Management.
- (e) The class of school and course of instruction; the selection to be made from classes and standards recognized by the Department.
- (f) The number and salaries of the teachers in detail.
- (g) The fees to be charged in each class.
- (h) The amount of aid sought.
- (i) The existence of other schools of all classes within a distance of 4 miles.

33. In disposing of an application for a grant-in-aid, the Board shall consider whether the school supplies a want in the locality;

whether the teaching staff is competent and adequate; how far its resources, inclusive of fees, are adequate to meet its necessary expenditure; whether the fees charged are reasonable; and whether the funds at the disposal of the Board are sufficient to meet the application.

34. The Board may, for reasonable cause to be duly recorded, either sanction the grant in whole or in part, or refuse it altogether. The Board shall send a copy of its order to the Inspector, and another to the applicant.

35. The sanction to a grant shall be conveyed in Form B appended to those rules, and on the conditions therein stated.

36. When a grant is sanctioned, the Manager shall forward to the Board an agreement on stamped paper to the effect that they will conduct the school in accordance with the conditions of the grant.

37. Grants shall ordinarily be sanctioned for a period of three years; but the Board, may, at any time during its currency, for reasons specified in writing, revise a grant. Against such a revision the same procedure shall be observed as is laid down in rule 18.

38. A grant shall ordinarily be reduced on renewal, when this can be done without serious loss of efficiency. Notice of any proposed reduction shall in all cases be given to the Managers, who shall be allowed an opportunity of stating any objection that they may have to the reduction. Against any reduction that the Board may make, the same procedure shall be observed as is laid down in rule 18.

39. Leave to teachers of aided schools shall be granted by the managers in accordance with the rules of the Department. Notice of any leave given by the Managers to the teachers shall be forwarded to the Board with the next grant-in-aid bill; and the Board may make any objection to the leave. In any such case the decision of the Inspector shall be final. A monthly statement of the leave granted to aided school teachers, drawing Rs. 20 a month and upwards, should be forwarded to the Inspector by the Board.

40. The Managers of schools shall fix the list of holidays to be observed in the school, subject ordinarily to the limitation of 60 days, exclusive of Sundays. They shall submit the list to the Board not later than the 1st of December next preceding the year for which the list is intended. The Board shall forward copies of the lists of holidays for all schools in the district to the Deputy Inspector on or before the 1st January.

District Boards.

42. Except in the case provided in the foregoing rule, no grant shall be made in consideration of former expenditure on school buildings.

43. No building grant shall be sanctioned unless the site, plans, estimates, specifications, title and trust deeds are approved by the Inspector.

44. The trust deed shall declare the building to be granted in trust for school purposes only. It shall also provide for the legal ownership of the premises, for the proper maintenance of the buildings, and for the inspection and management of the school.

NOTE.—This rule does not preclude the Managers from using the building for other purposes when not required for the purposes of the school.

45. No grant shall be finally sanctioned until a certificate is received from the Managers, setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims and to close the account.

46. Advances shall be made from time to time out of the sanctioned grant, on receipt of a report from the Board's Engineer that the work is proceeding satisfactorily.

47. The grant shall not be paid in full until—

(1) a report is received from the Board's Engineer that the building is satisfactorily completed;

(2) the trust deed is duly registered, and a copy lodged with the Board.

48. If the total amount of the building grant does not exceed Rs. 500, and the building is, in the opinion of the Inspector, of such a description that it not worth while requiring the execution of a trust deed, the Board shall accept from the Managers a written agreement, on stamped paper, engaging to maintain the building in proper repair for ten years.

49. Loans may also be made to Managers of schools for the erection of school buildings. The amount of such loans shall generally be limited to the amount of any grant claimable under rules 28 and 29. The building shall be mortgaged to the Board as a guarantee for the repayment of the loan, and a term shall be fixed within which the loan is to be repaid. Interest at a rate not exceeding 4 per cent. may, if necessary, be charged.

SECTION IV.—(C). PRIMARY SCHOOLS UNDER PRIVATE MANAGEMENT RECEIVING STIPENDS OR EARNING REWARDS FROM A BOARD.

50. The Board shall not interfere in the local management of primary schools not directly managed and maintained by it.

51. Primary schools receiving aid from a Board may receive it in the form of fixed stipends or of payment by results.* It shall be the general policy of the Board to replace the system of fixed stipends by that of payment-by-results,* except in backward parts of the district, and in schools for aborigines or low castes, girls' schools, and night schools for adults. No addition shall be made to the list of stipendiary schools without the sanction of the Director of Public Instruction.

* The system of payments by results has been discontinued under Government orders No. 30T.—G., dated 10th June 1902, so that all rules regarding examination for rewards are now obsolete.

District Boards.

52. The Board shall, in consultation with the Inspector, determine the rates of stipends payable to teachers of stipendiary schools, in accordance with rules prescribed from time to time by the Director of Public Instruction.

53. The Board shall be liable for the payment of the stipends of such stipendiary teachers of primary schools as are sent under its orders for instruction in training schools.

54. The Board shall grant rewards to teachers and pupils of other primary schools within the district on the result of periodical examinations,* and in accordance with rules prescribed or approved from time to time by the Director of Public Instruction:

Provided—

- (1) That no rewards shall be given under the rules in this section to teachers of schools directly managed by a Board, or of those schools receiving grants-in-aid under Section III;
- (2) that rewards to pupils other than girls, shall not be given in money, but only in books, maps or other articles that may be useful to them in prosecuting their studies. Books given as rewards shall be chosen from a list approved by the Director of Public Instruction.

55.* Arrangements for such examinations, including the appointment of examiners where necessary, shall be made by the Board in consultation with the Deputy Inspector.

56.* All payments and rewards to teachers and pupils to be granted on the result of such examinations shall be sanctioned by the Board on the report of the Sub-Inspector confirmed by the Deputy Inspector.

57. Primary schools shall be regularly inspected *in situ*.

SECTION V.—(D) OTHER SCHOOLS.

58. The Lieutenant-Governor may, with the consent of the District Board, transfer to its control any schools or class of schools under public management other than those specified in Section II.

59. The District Board may, with the sanction of the Lieutenant-Governor, to be obtained through the Director of Public Instruction, establish schools of technical instruction to be maintained from the District Fund.

60. With regard to the schools referred to in the two preceding rules, the Board shall have the powers specified in Section II.

SECTION VI.—LOCAL BOARDS.

61. Whenever a District Board shall, with the sanction of the Lieutenant-Governor under section 101 of the Act, transfer the management, control or supervision of any school or schools to a Local Board, the provisions contained in the foregoing rules shall be generally applicable to such Local Board: provided that the District

* The system of payments by results has been discontinued under Government order No. 30T.—G., dated 10th June 1922, so that all rules regarding examination for rewards are now obsolete.

District Boards.

Board shall, in all cases, have a general power of supervision and control over such Local Boards.

SECTION VII.—UNION COMMITTEES.

62. As regards primary education, the powers conferred on District and Local Boards by the foregoing rules shall be subject to the powers entrusted to Union Committees by section 112 of the Act.

63. In their dealings with primary schools, Union Committees shall be guided by the same general rules as are laid down for the guidance of District and Local Boards.

64. Every primary school under public management, with the maintenance and management of which a Union Committee shall be charged under section 112* of the Act, shall be called a Union school.

65. Subject to the general control of the Department, every Union Committee shall have the power within the Union—

- (1) of determining the places at which Union schools shall be opened;
- (2) of transferring or closing existing Union schools;
- (3) of fixing the class and standard of instruction of every such school: the selection to be made from classes recognized by the Department;
- (4) of fixing (subject to section 36 of the Act) the salary of the *guru* of every such school, and of removing or transferring him within the Union;
- (5) of fixing the rate of monthly admission or readmission fees payable by the pupils of every such school.

66. Every Union school shall be liable to inspection and examination by the officers named in rule 4.

67. Nothing in these rules shall preclude the establishment and maintenance of primary schools within the Union by private persons or associations; and the teachers of all such schools may, with the sanction of the Union Committee, present their pupils at all examinations for rewards and grants payable by the District or Local Board to the teachers and pupils of primary schools. It shall be the duty of the Union Committee to direct the teachers of such schools to attend with their pupils at any other examinations and gatherings that may be, from time to time, ordered by the District or Local Board or by the Deputy Inspector.

SECTION VIII.—FINANCE.

68. The educational budget estimates of the District Board shall be prepared in Form E appended to these rules by the Deputy Inspector, in consultation with the Inspector. The Deputy Inspector shall submit them to the Board on or before the 1st October in the year immediately preceding that for which they are framed. The budget estimates, as

* Section 112 of the Bengal Local Self-Government Act :—

“ Subject to any rules made by the Lieutenant-Governor under this Act, every Union Committee shall be charged with, and be responsible for, the maintenance and management of all primary schools within the Union, the appointment of the *gurus* of such schools, and the transmission to such *gurus* of any rewards that may be granted by the District Board or Local Boards.”

District Boards.

Bengal Govt.
Notification
No. 2062. of
11th July 1895.

approved by the Board, shall be forwarded by the Board in triplicate to the Magistrate on or before the 15th October, who shall forward one copy to the Director of Public Instruction. The Director of Public Instruction shall forward his remarks on the estimates of the Commissioner on or before the 15th November. A copy of the estimates as finally sanctioned shall be forwarded by the Commissioner to the Director of Public Instruction, and by the Board to the Inspector.

69. The procedure laid down in the last preceding rule shall be observed in every case when the budget estimate is amended or revised at any time by the Board under section 49 of the Act.

70. No transfer of the funds shall be made from the major head "Education," to any other head, or from any other major head to "Education" or from one minor head subordinate to Education to another, without the sanction of the Commissioner, who shall give notice of any such transfer to the Director of Public Instruction.

71. The unspent balance of the allotment made in any year for educational purposes shall not be subsequently transferred to any purpose other than education without the consent of the Commissioner.

SECTION IX.—EXAMINATIONS AND SCHOLARSHIPS.*

72. The lower primary scholarship examination shall be conducted in the books and subjects proscribed from time to time by the Department, and, unless otherwise ordered by the Department, in the same question papers for all the scheduled districts of one Division. The papers shall be set by Deputy Inspectors or other officers selected by the Inspectors, who shall forward printed copies in sufficient numbers to the several District Boards for distribution to the local centres of examination in each district. The answers shall be examined by examiners appointed for each district by the District Board. The supervision of the examination at the different local centres shall be conducted by persons appointed for the purposes at each centre by the District Board. Those supervising officers will also conduct the *visà voce* examination of the candidates at their respective centres. They will forward the answer-papers, as may be directed, to the several examiners, and will send the results of the *visà voce* examination to the District Board. The examiners for the written examination will also forward the results to the Board. Finally, the results of the examination shall be tabulated and declared by the Board. The cost of the examination shall be charged to the District Board, but the District Board will be at liberty to levy a moderate fee for admission to the examination.

73. The District Board shall submit to the lower primary scholarship examination pupils of all primary schools in the district situated in areas whether within or outside its control, and all such pupils shall be equally eligible for scholarships: provided that a candidate who has once passed the examination shall not be admitted to it a second time. No candidate shall be admitted to the upper primary examination, unless he has previously passed the lower primary examination. Pupils of the lower classes of middle schools may also, at the discretion of the

* See also Chapter III—9c.

District Board.

Board, be admitted to the examination, but shall not be eligible for scholarships.

74. All lower primary scholarships† shall be awarded by the District Board in consultation with the Deputy Inspector. No candidate who has completed the age of 11½ years shall be eligible for a scholarship, and not more than one scholarship shall be awarded to the same school in any one year. In the award of scholarships, attention should be paid to the encouragement of schools in backward parts of the district. Should a difference of opinion arise between the Board and the Deputy Inspector regarding the award of scholarships, the Inspector may, if he thinks fit, report the matter to the Commissioner for decision.

75. In awarding the lower primary scholarships under the preceding rules, the Board shall be guided by the rules in force in the Department, or sanctioned from time to time by the Government.

76. The upper primary and middle scholarship examinations shall be conducted by the Inspector, and the scholarships shall be awarded by him. The Board's Sub-Inspectors shall assist the officers of the Department in conducting the examinations. The cost of the examinations shall be borne by the Department.

77. It shall be competent to a District Board, before the award of upper primary and middle scholarships, to make representations to the Inspector in favour of particular schools or tracts which it may deem deserving of special encouragement, on account of their less advanced state, or for other reasons, and the Inspector shall take such representations into consideration.

78. The Board shall, in consultation with the Deputy Inspector, fix the scale of payments to be made to chief *gurus* and Inspecting Pandits employed to inspect primary schools within the district. Should a difference of opinion arise between the Board and the Deputy Inspector regarding the scale of payments, the Inspector may, if he thinks fit, refer the matter to the Commissioner for decision. The appointment, punishment, transfer, or removal of chief *gurus* and Inspecting Pandits shall rest with the Board.

SECTION X.—MISCELLANEOUS.

79. The Board shall forward copies of all its educational proceedings to the Inspector, who shall be competent to make observations thereon for the consideration of the Board.

80. A quarterly statement of all payments made for educational purposes within the district on the authority of the Board shall be for-

N. B.—District Boards are required to spend on primary education not less than the amount given by the Government from time to time for such education, or than the amount expended on such education in the year 1901-02, together with the amount of any additional grant made to them for the purpose in that year or subsequently, whichever sum is the greater (*Calcutta Gazette*, dated 20th March 1907).

† A lower primary scholarship awarded by the District Board is tenable in a school in another district with the consent of the Board that originally awarded it.

Bills for the stipend should in such cases be drawn up by the Deputy Inspector of the district in which the scholarship is held, and presented for payment to the District Board which awarded it through the Deputy Inspector of the latter district.

Thirteen years for candidate of aboriginal races.

District Boards.

warded by the Board to the Inspector in Form F appended to these rules.

81. The Deputy Inspector shall forward to the Board for its information a copy of so much of the quarterly return of his inspection of schools as has reference to schools over which the Board has any control.

82. At the close of every financial year, on such date as may be prescribed by the Department, the Board shall furnish to the Deputy Inspector such educational returns as may from time to time be required by the Department. Any assistance that the Inspector or the Deputy Inspector may require in compiling the returns, shall be furnished by the Sub-Inspectors. The Board shall also submit to the Magistrate, within the time prescribed by the Department, a report of its educational operations. It shall contain such particulars as may from time to time be required by the Department.* The Magistrate shall, on or before the 1st May, forward the Board's report to the Inspector, who shall submit it to the Director of Public Instruction with his remarks, together with his own report on education in the circle under his charge.

83. Should a difference of opinion arise between the Board and the Inspector in cases not provided for in these rules on any question connected with schools and officers under the Board, the question shall be referred either by the Inspector or by the Board, through the Magistrate, to the Commissioner. The Commissioner's orders on such reference shall be final as between the Inspector and the Board, unless a question of principle be involved, in which case, if the Inspector be dissatisfied with the Commissioner's orders, he may refer the matter to Government, through the Director of Public Instruction.

84. Correspondence between a District Board and the Director of Public Instruction shall pass through the Inspector, except in cases otherwise provided for. In matters of exceptional importance, or where more than one district is concerned, such correspondence shall be carried on through the Commissioner.

* In view of the fact that the Deputy Inspector, who is a member of the District Board and their chief adviser on educational questions, submits an annual report to the Inspector of Schools in the identical form prescribed for District Boards, it is open to District Boards to adopt the Deputy Inspector's report as their own report. To facilitate this arrangement, the Director of Public Instruction will issue instructions to Deputy Inspectors of Schools to furnish the District Board in each case with a copy of his report to the Inspector.

In order, however, that each District Board, or its Chairman, may have an opportunity of reviewing or commenting on its educational operations, in submitting the report required under this rule, such additions may be made to the Deputy Inspector's report as may be thought proper—[Govt. General Dept., Circular No. 53, dated the 22nd Sept., 1902.]

Districts Boards.

FORM A.

(In which application must be made to the District Board for new grants-in-aid or for renewal of old grants.)

APPLICATION FOR A GRANT-IN-AID FOR

No. **THE** CLASS SCHOOL AT **THANA** IN **DISTRICT**

PROPOSED CONSTITUTION.

CLASSES.	Number of pupils on the rolls at the date of the application.	Number of pupils expected.	Fees to be charged in each class.	Proposed charges or rate of expenditure monthly.	Estimated receipts monthly.						REMARKS.
1st	...			1st Teacher	A.	P.	Rs.	A.	P.	Rs.	
2nd	...			2nd "							
3rd	...			3rd "							
4th	...			4th "							
5th	...			5th "							
6th	...										
7th	...										
Total	...			Total							
					From private sources. Fees.. .. Subscriptions and donations .. Endowment .. From public sources. Grant-in-aid applied for from the District Board .. Contributions from Municipalities or other public bodies .. Total from all sources .. The grant to be payable at the (Sub.) Treasury.						

Here to be inserted the names and other particulars of the persons who will form the Committee of Management.

Names of persons forming the Committee.	Residence.	Profession and social position.
} Members. Member and Secretary.		
Recommendations of the Inspector		Orders of the District Board.

Recommendations of the Deputy Inspector, including information about other schools within a distance of four miles.

District Boards.

PRESENT STATE OF THE SCHOOL.

To be filled up if the School has been in existence for six months and upwards.

CLASSES.	Average num- ber pupil durin the last six months.	Fees charged in each class.	Average charges incurred monthly for the last six months.	Average monthly receipts for the last six months.						REMARKS.
1st	...		1st Teacher ...	Rs.	A.	P.	Rs.	A.	P.	
2nd	...		2nd " ...							
3rd	...		3rd " ...							
4th	...		4th " ...							
5th	...		5th " ...							
6th	...									
7th	...									
8th	...									
9th	...									
Total	...									

*From private
sources.*

Fees

Subscriptions
and
donations

Endowment

From public sources.

*Grant-in-aid from the District Board...

Municipal grant

Total from all sources ...

* Here enter number and date of order sanctioning
existing grant, if any.

FORM B.

*(In which the sanction of a grant shall be conveyed under Rule 32,
Section III.)*

OFFICE MEMORANDUM OF THE DISTRICT BOARD OF

(1). A grant of Rs. _____ a month is sanctioned from the
19 for the school
at in zillah on the
following conditions:—

(a) That Rs. _____ a month at least be regularly
contributed from private sources.

(b) That the following scale of expenditure be maintained : —

Rs. A. P.

Head Master	...	...
Second do.	...	...
Head Pandit	...	...
Second do.	...	...
Third do.	...	...
First Guru	...	...
Second do.	...	...

(2). The grant is payable every month.

(3). The monthly bill (in form C appended to this) must be sent to the District Board for payment, and must be accompanied by a certificate (in form D) that all amounts mentioned in this account as received and paid during the month have actually been so received and paid.

(4). The monthly bill and the certificate must be signed by the Secretary of the school.

(5). The bill is paid on the distinct understanding that the salaries and other charges certified by the Secretary to have been paid, have actually been paid.

(6). Salaries for service in any month become due on the first day of the following month.

(7). The appointment and dismissal of every teacher shall be notified to the Board. No appointment shall be confirmed until it has received the sanction of the Board; and the Board shall have power to enquire into any case of the dismissal of a teacher. Notice of all appointments of Rs. 20 and upwards shall be forwarded to the Inspector by the Board.

(8). The grant is liable to be reduced or withdrawn, if the payment of any teacher's salary is delayed for more than two months after it has become due.

(9). The grant is liable to be reduced or withdrawn, if the school is unfavourably reported on as regards the attendance or proficiency of the scholars.

(10). The grant is liable to be reduced or withdrawn, if the managers keep their accounts in a negligent and untrustworthy manner, or if they send up incorrect accounts, or if they fail to transmit punctually the periodical returns required by the Board or by the Department, or if the school-house is unfit for the purposes of the school, or is untidy, or dirty, or if the Board or the Department is otherwise dissatisfied with the management of the school.

(11). The grant is liable to be reduced or withdrawn, if the teachers are inefficient, or if they are absent from duty otherwise than in accordance with the rules of the Department or of the Board, or if they keep the school registers in a negligent or untrustworthy manner.

(12). Holidays are not to exceed 60 days in the year, exclusive of Sundays, except under peculiar circumstances and with the sanction of the Board.

(13). Every new election to the Committee of Management must be notified to the Board under the signatures of the Secretary and of the member or members elected.

(14). Every change of Secretary must be notified to the Board under the signatures of the new Secretary and the Members of the Committee of Management.

(15). All receipts from whatever sources or for whatever purposes collected must be entered in the account book of the school, which shall be open to inspection and examination by the Inspecting officers of the Board, the Commissioner of the Division, the Magistrate of the District or the Subdivisional Officer, the Circle Inspector and by the Deputy Inspector of Schools.

(16). No part of the previous balance of a school shall be spent without the sanction of the Board, except for payment of the sanctioned establishment, in order to make up any deficit in the private contributions in any particular month. Before giving the sanction, the Board shall consult the Deputy Inspector.

(17). No new building shall be constructed for the school until the plan and estimates have been approved by the Inspector.

(18). The Board may claim a fair share of any balance at the credit of a school at the time of its abolition, as well as of the sale-proceeds of any school-house or furniture towards the erection, or repair, or purchase of which a grant may have been made by the Board.

OFFICE OF THE DISTRICT BOARD OF }

The

19

Chairman.

FORM C.

School at _____ in District _____

month ending _____ 19 .

BILL FOR GRANT-IN-AID.

THE CHAIRMAN OF THE DISTRICT BOARD OF *Dr.*

	Rs.	A.	P.	
				See orders of the District Board No. , dated the 19 .
To the grant-in-aid for the month ending ...				

PAYABLE at the _____ Treasury.

The _____

Secretary of the School.

PASSED for _____ by cheque No. _____ dated the _____

OFFICE OF THE DISTRICT BOARD, }
_____ 19 . }

Chairman, District Board.

District Boards.

FORM D.

MONTHLY ABSTRACT ACCOUNT.

SCHOOL AT _____, DISTRICT _____

For the month of _____ 19

RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
Balance of previous account						
Fees and fines received during the month						
Subscriptions and donations received during the month						
Received from other local sources during the month						
Grant from the District Fund during the month (for _____)						
Grant from the Municipal Fund ditto (for _____)						
Special grant received ditto (on account of _____)						
Advance from Secretary during the month						
Total of actual receipts during the month ...						

DISBURSEMENTS.

	1.—Monthly charges specified in the grant.			II.—Charges falling due in the month.			III.—Amounts actually paid during the month.			Explanation of difference between columns I and II.
	Rs.	A.	P.	R.	A.	P.	Rs.	A.	P.	
Head Master ...										
2nd ditto ...										
3rd ditto ...										
4th ditto ...										
5th ditto ...										
6th ditto ...										
7th ditto ...										
8th ditto ...										
9th ditto ...										
10th ditto ...										
Head Pandit ...										
2nd ditto ...										
Prizes										
Library										
Servants—number										
Contingencies										
Total ...										

Add outstanding dues (if any) from last account ...										
Total ...				A*			B*			*Outstanding dues (if any) from present account, namely, the difference between A and B.
Expenditure from special grants										
Refund of Secretary's advance (see account for _____)										
Total of actual payments during the month										
Balance in hand on the last day of the month										Rs. Paid on
Total ...										Secretary.

I DECLARE that all the amounts mentioned in this account as received and paid during the month have actually been so received and paid.

Examined.

Dated—
The _____ 190_____

Head Master.

Secretary.

NOTE 1.—This account is to be for the month preceding that for which the accompanying grant in-aid bill is drawn.

2.—It is to be an abstract of the actual receipts and disbursements during the month, as entered in the cash account book.

3.—The Secretary will send this account in duplicate, if required to do so by the Inspector.

4.—If the declaration at the foot of this account is falsely signed, the Secretary is thereby rendered liable to all the penalties of clause 415 of the Penal Code.

FORM D2. ABSTRACT REGISTER OF ATTENDANCE.

SCHOOL AT, _____, DISTRICT _____
For the month of _____ 190

CLASS.	Number on the roll.	Average number present daily during the month.	Rate of school fee.	Amount of school fees due for the month.	Admission-fees and fines due.	Outstanding for previous months.	Total.	Amount collected during the month.	Amount outstanding.	REMARKS.
				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs.	Rs.	
1st class									
2nd "									
3rd "									
4th "									
5th "									
6th "									
7th "									
8th "									
9th "									
10th "									
Total	..									

Hindus _____
Muhammadans _____
Others _____

Percentage of attendance during the month _____

Number of pupils learning { English _____
Bengali _____
Persian, etc. _____

Number of working days in the month _____

Secretary.

District Boards.

FORM E.

Educational Budget Estimate of the District Board of
for the year ending 31st March 19

RECEIPTS.	LAST YEAR.	CURRENT YEAR.		EN-SUING YEAR.	EXPENDITURE.	LAST YEAR.	CURRENT YEAR.		EN-SUING YEAR.	REMARKS.
	Estimate.	Actuals.	Sanctioned estimate.	Revised estimate.	Budget estimate.	Estimate.	Actuals.	Sanctioned estimate.	Revised estimate.	Budget estimate.
School-fees of Board schools—					I.—Inspection—					
(1) Middle English schools.					*Subordinate Inspecting Agency below the rank of Sub-Inspectors.					
(2) Middle Vernacular schools.					II.—Maintenance of schools directly managed by the Board (Section II).					
(3) Primary schools.					†Middle English schools—					
(4) Other.					Masters					
Contributions—					Servants					
(1) by private persons or associations.					Contingencies					
(2) Municipal or other public bodies.					†Middle Vernacular schools—					
Fees realised from candidates at the Lower Primary Scholarship Examination.					Masters					
Fees for the transfer of Lower Primary Scholarships.					Servants					
Sale-proceeds of books, furniture, etc.					Contingencies					
Income from endowments.					†Primary schools—					
Rent of land and houses.					Masters					
Miscellaneous ...					Servants					
					Contingencies					
					†Other schools—					
					Masters					
					Servants					
					Contingencies					
					III.—Schools aided under the grant in-aid rules (Section III)—					
					Middle English schools.					
					Middle Vernacular schools.					
					Primary schools.					
					Other					
					Special grants for building, furniture, etc.					
					IV.—Primary schools aided under other rules (Section IV)—					
					Stipends in boys' schools.					
					Rewards in boys' schools.					
					Girls' schools					
					Scholarships—					
					(1) Lower Primary					
					(2) Others*					
					Prizes					
					Stipends of Primary school teachers under instruction in training schools.					
					Cost of Lower Primary Scholarship Examination.					
					§Miscellaneous					
					V.—Contingencies					
TOTAL ...					TOTAL ...					

* Details for each school should be shown separately.
 † Surplus of last year under each of the major heads of expenditure should be shown here.

* Details to be shown separately.
 † Details for each school should be shown separately.
 ‡ Names of schools of each class, as well as the monthly grant to each, should be shown separately.
 § Details under principal heads should be given.

NOTE A.—The amount appropriated from the previous year's surplus should be stated in the remarks column.

NOTE B.—Total allotment for education as fixed by Government in settlement of its account with the District Board to be shown below:—Rs.

NOTE C.—Estimated ordinary income of the Board for the year to which the Budget relates—Rs.

Deputy Inspector of Schools.

Chairman, District Board of—

District Boards.

FORM F.

*Statement of Educational Receipts and Charges of the District Board of—
for the quarter ending 19 .*

HEAD OF RECEIPTS.	One-fourth of the Budget Estimate for the year 19.	1st quarter.	2nd quarter.	3rd quarter.	4th quarter.	Receipt of four quarters.	Budget estimate for the year.
Fees—Board schools ...							
Contribution by private persons.							
Contributions by Muni- cipalities or other local bodies.							
Income from endowment Miscellaneous.							
Total receipts ...							

The

190 . }

Chairman.

*Abstract statement of Educational expenditure under the authority of the
District Board.*

Date of payment.	Number of voucher.	Name and official designation of the payee.	Number of payment.	For what period.	

8.—MUNICIPALITIES.**(a) PROVISIONS OF THE MUNICIPAL ACT [ACT III (B.C.) OF 1884]
RELATING TO EDUCATION.**

Section 69.—After the said sums have been set apart under the last preceding section, the Commissioners at a meeting shall, as far as the Municipal Fund permits, from time to time cause roads, bridges, tanks, ghâts, wells, channels, drains and privies being the property of the Commissioners, to be maintained and repaired, and the Municipality to be cleansed.

And may, subject to such rules and restrictions as the Local Government may from time to time prescribe, apply the Municipal Fund to any of the following purposes within the Municipality, that is to say,—

* * * * *

5. The construction and repair of school-houses, and the establishment and maintenance of schools, either wholly or by means of grants-in-aid.

* * * * *

Provided that no portion of the Municipal Fund shall be applied to the establishment and maintenance of any school, hospital or dispensary, or the promotion of vaccination, unless such application be sanctioned by the consent of a majority of the Commissioners present at a meeting specially convened for considering such application, or held after special notice has been given that such application will be considered at such a meeting.

70. With the consent of two-thirds of the Commissioners obtained in writing, and with the sanction of the Local Government, the Commissioners may contribute a portion of the Municipal Fund towards the expenses incurred in any other Municipality, or elsewhere, for any of the purposes mentioned in the last preceding section; or towards the salary of any officer under another authority whose services are employed by them; and also towards the expenses of making, maintaining and repairing any work for the improvement of a river or harbour (by whomsoever such work may be done).

But no contribution shall be made under this section to any work, unless the same is calculated to benefit the inhabitants of the contributing Municipality.

(b) EDUCATIONAL RULES RELATING TO MUNICIPALITIES.

Under existing Government orders Municipalities are required to spend a certain percentage* of their income towards the encouragement of Primary Education, subject to the provisions of the Municipal Act. Until this is done, no part of their income is to be devoted to giving aid to secondary schools, though these may have classes corresponding to the primary standards.—[*Government Order No. 3831, dated 13th December 1902.*]

9.—REPORTS AND RETURNS.**(a) ANNUAL REPORT OF THE EDUCATION DEPARTMENT.**

No. 865T.—G., dated the 1st July 1901, from the Govt. of Bengal, General Dept., to D. P. I.

I AM directed to say that the Lieutenant-Governor has considered your letter No. 3179, dated the 20th April 1901, and has desired me to convey the following orders, in addition to those contained in the Government of India's Resolution No. 2741, dated the 26th March 1901, for the future preparation of the Annual Report of the Education Department. For this purpose the report for 1899-1900 has been used as the basis for the orders given below.

2. It appears to His Honour that the size of the present report can be materially reduced without impairing its usefulness by—(1) omitting certain statistics now given in the body of the report, (2) by inserting some of them in the appendices, and (3) by embodying others in a separate Provincial Volume. Any points of importance connected with them, which you may think worthy of comment, should be dealt with in narrative form in the body of the report. Annexed is a statement showing the tables in the several chapters that are to be omitted from the report or otherwise dealt with.

3. The letter-press of the report should also, as far as possible, be curtailed on the lines laid down by the Government of India, especially Chapters III and IV, the former of which, the Government of India are of opinion, should be cut down from 20 to 4 or 5 pages. The names only of the officers referred to in paragraph 28 of Chapter III should be mentioned.

4. It will be seen from the statement annexed that the table in paragraph 31 of Chapter VII is to be omitted; but the figures should be kept in a register in your office for reference. The remarks of the Inspector-General of Civil Hospitals on the Medical schools should also be considerably shortened.

5. With regard to General Table II, detailed proposals are awaited from you as to how the indirect as well as the direct expenditure incurred in educating each pupil should be taken into account in striking the average.

6. It has been suggested that the subsidiary Tables I, II (a) and II (b) should be omitted from the report, on the ground that they are never used by you. His Honour, however, desires that you will be good enough to furnish Government with your reasons for omitting these tables, and pending orders thereon, they should be published in the Provincial Volume.

7. The descriptive portion of the report should not exceed 50 pages in print: this, it is considered, will provide sufficient space to deal adequately with all matters connected with the recent developments in education in Bengal.

Reports and Returns.

Statement showing how the Tables in the Education Report are to be dealt with.

CHAPTER.	Tables to be omitted from the Report.	Tables to be inserted in the Appendix.	Tables to be published in the Provincial Volume.
1	2	3	4
	Paragraphs.	Paragraphs.	Paragraphs.
II	3, 4, 7, 8, 9, 15 and 16 ...	12, 14 and 17 ...	.....
III	3, 4, 14, 19, 28, 29, 30, 31, 34 and 36.	.....	.....
IV	10, 17, 20, 24, 28 and 29 ...	.....	3, 11, 28, 22 and 25.
V	2, 4, 5, 7, 9, 12, 13, 14, 15, 17, 19, 21, 23, 24, 25 and 26.	3 and 18 ...	36.
VI	2, 6, 7, 8, 12, 13 (marginal table on page 84 of report), 15, 16, 18, 19, 24, 25, 27, 29, 30, 31 and 32.	1 and 3 (to be combined, except for 1900-1901), 10, 13 (omitting columns 17, 18, 19, 23, 24, 25 dealing with merit marks), 14 and 23.	17 and 26.
VII	4, 22, 23, 24, 26, 27, 29, 30, 31, 32, 35, 47, 50, 51, 5 and 54.	8, 19, 21, 33 and 38 ...	.....
VIII	4, 15, 16, 17 and 18 ...	5 ...	.....
IX	6, 9, 12, 14, 16, 17 and 19	4 ...	1, 2, 10, 19, 15 and 18.
X	2, 5, 6 and 13 ...	1 ...	3 and 4.
XII	4 ...	.....	2 and 9.
XIII	2 ...	.....	.....
Subsidiary Tables.	III, IV ...	.....	I,* II (a),* II(b),* V, VI, VII, and VIII.

*Until further orders.

Reports and Returns.

(b) ORDER OF ARRANGEMENT OF DISTRICTS TO BE OBSERVED IN REPORTS AND RETURNS.

THE following order of arrangement of the districts in Bengal has been ordered to be observed in future in all Departmental reports and tabular statement of every kind in all departments :—

<i>Bengal.</i>	<i>Bihar.</i>	<i>Orissa.</i>
Burdwan Division— Burdwan. Birbhum. Bankura. Midnapore. Hooghly. Howrah.	Patna Division— Patna. Gaya. Shahabad. Saran. Champaran. Muzaffarpur. Darbhanga.	Orissa Division— Cuttack. Balasore. Angul.* Puri. Sambalpur.* Tributary Mahals.
Presidency Division— 24 Parganas. Calcutta.* Nadia. Murshidabad. Jessore. Khulna.	Bhagalpur Division— Monghyr. Bhagalpur. Purnea. Darjeeling.* Sonthal Parganas.*	<i>Chota Nagpur.</i> Chota Nagpur Division— Hazaribagh. Ranchi. Palamau. Manbhum. Singbhum.

* All except these are scheduled districts.

(c) HELP TO BE RENDERED BY SUB-INSPECTORS IN THE PREPARATION OF DISTRICT RETURNS.

ONE Sub-Inspector may proceed from each sub-division to the district head-quarters to help the Deputy Inspector to prepare the district returns. These Sub-Inspectors will be allowed to be absent from their work for 10 days only, inclusive of Sundays, holidays and the time spent in travelling from and back to their head-quarters. Also one Sub-Inspector from each district will be allowed to proceed to Divisional head-quarters to help the Inspector in preparing his returns. These Sub-Inspectors will also not exceed the limit of time above referred to. The Inspector will decide which Sub-Inspectors are to be called in to the Divisional head-quarters.

2. The above orders will, it is hoped, render it possible for the returns to be expeditiously and correctly prepared. Inspectors and Deputy Inspectors are, however, required to see that, if possible, the Sub-Inspectors are detained for a less period than that which is thus allowed. On the other hand, if the period indicated is exceeded, the Sub-Inspectors offending will cease to draw pay and allowances for the day or days on which he exceeded the orders.

3. In paragraph 4 of Circular No. 24, dated the 28th January 1904, reference was made to the holding of Conferences by Deputy Inspectors and Sub-Inspectors in the mornings and evenings on the days on which Sub-Inspectors of Schools were at district head-quarters. It is now considered inadvisable that Conferences should be held at a time when presumably Deputy Inspectors and Sub-Inspectors should be extremely busy. It has been decided therefore that these Conferences should, in future, be held immediately before Christmas.

D. P. I.
Cir. No. 61A,
28 Mar. 1906.

10.—EXAMINATIONS OF OFFICERS.**(a) STUDY OF ORIENTAL LANGUAGES BY THE OFFICERS OF THE INDIAN EDUCATIONAL SERVICE.**

*Notification No. 390, dated the 12th July 1906, by the Govt. of India,
Home Dept.*

D. P. I.
Cir. No. 156,
18 Aug. 1906.

THE following amended rules for the encouragement of the study of oriental languages among officers of the Indian Educational Service, which the Government of India have been pleased to make in supersession of those published with the Home Department Notification No. 4, dated the 6th January 1905, are published for general information. These rules will come into force from the date of this notification, except as regards the examination in Assamese, in respect of which they will have effect from the 1st April 1907.

RULES.

I.—The languages recognised in each Province, the standards of examination and donations to be given to successful candidates in the several Provinces will be as follows:—

	Language.	Donation.	REMARKS.
MADRAS—			
High Proficiency.	Tamil	...	With certificate from the presiding examiners.
	Telegu	...	
	Kanarese	...	
	Malayalam	...	
	Uriya	...	
	Hindustani	...	
	Sanskrit	...	
	Persian	...	
Degree of Honour.	Arabic	...	With diploma signed by the Head of the Government of Madras.
	Tamil	...	
	Telegu	...	
	Kanarese	...	
	Hindustani	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	

	Language.	Donation.	REMARKS.
BOMBAY—			
High Proficiency.	Marathi	...	With certificate from the presiding examiners.
	Gujarati	...	
	Kanarese	...	
	Sindhi	...	
	Persian	...	
	Arabic	...	
Degree of Honour.	Sanskrit	...	With diploma from the Government of India.
	Marathi	...	
	Gujarati	...	
	Kanarese	...	
	Persian	...	
	Arabic	...	
BENGAL—			
High Proficiency.	Hindi	...	With certificate from the presiding examiners.
	Bengali	...	
	Uriya	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	
Degree of Honour.	Hindi	...	With diploma from the Government of India.
	Bengali	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	
	UNITED PROVINCES—		
High Proficiency.	Urdu	...	With certificate from the presiding examiners.
	Hindi	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	
	Urdu	...	
Degree of Honour.	Hindi	...	With diploma from the Government of India.
	Persian	...	
	Arabic	...	
	Sanskrit	...	
	Urdu	...	
	Hindi	...	
PUNJAB—			
High Proficiency.	Urdu	...	With certificate from the presiding examiners.
	Persian	...	
	Arabic	...	
	Sanskrit	...	
	Urdu	...	
	Persian	...	
Degree of Honour.	Arabic	...	With diploma from the Government of India.
	Sanskrit	...	
	Urdu	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	

	Language.	Donation.	REMARKS.
BURMA—		Rs.	
High Proficiency.	Burmese	...	With certificate from the presiding examiners.
	Pali	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	
Degree of Honour.	Burmese	..	With diploma from the Government of India.
	Persian	...	
	Pali	...	
	Arabic	...	
	Sanskrit	..	
EASTERN BENGAL AND ASSAM—			
High Proficiency.	Hindustani	...	With certificate from the presiding examiners.
	Bengali or Assamese*	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	
Degree of Honour.	Hindustani	...	With diploma from the Government of India.
	Bengali	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	
CENTRAL PROVINCES—			
High Proficiency.	Hindi	...	With certificate from the presiding examiners.
	Marathi	...	
	Uriya	...	
	Persian	...	
	Arabic	...	
Degree of Honour.	Sanskrit	...	With diploma from the Government of India.
	Hindi	...	
	Marathi	...	
	Persian	...	
	Arabic	...	
	Sanskrit	...	

* As an alternative to Bengali; rewards cannot be earned in both languages.

II.—Subject to the conditions—

- (a) that a professor of any language cannot obtain a reward in that language,
- (b) that no officer will be permitted to receive rewards for passing by a given standard in more than two vernacular and two classical languages,

any officer of the Indian Educational Service may present himself for examination in any language recognised by Rule 1 in respect of the province in which he is serving

III.—No officer will ordinarily be permitted to present himself for examination more than twice in any one language, but on the special recommendation of the examiners a candidate may be allowed to attend a third examination.

Officers who are natives of India shall not be eligible for rewards for passing the examination in the vernacular of the district in which they were born or educated. The Local Government will determine in each case what languages come within this definition.

IV.—No officer will be permitted to present himself for the high proficiency or honour examinations in any language after the expiration of seven and twelve years respectively counted from the date of his first appointment to the Indian Educational Service. No exception to this rule will be made on account of leave or any other cause.

V.—Examinations will be held on the first Monday in the month of January, April, July and October of each year by the Board of Examiners at Calcutta and by the Civil and Military Examination Committee at Bombay, and half-yearly in the months of January and July of each year by the Board of Examiners at Madras. Examinations both in Burmese and in Pali will be conducted in Rangoon. Officers desirous of attending examinations should apply to the Local Government through the Director of Public Instruction at least three months before the date of the examination. The Director will certify as to their eligibility under rule IV.

VI.—The subjects for the high proficiency and honour examinations and the text books will be those prescribed in the rules for the examinations of junior civil servants. The regulations and lists of text-books prescribed for the examination may be obtained upon application to the Director of Public Instruction.

VII.—Successful candidates for the degree of honour will be arranged in two divisions according to the number of marks obtained. For the first division, 80 per cent. of the marks must be obtained in all subjects, and not less than 60 per cent. in any one paper; for the second division, 60 per cent. must be obtained in all subjects, and not less than 45 per cent. in each paper. The reward and diploma will be granted only to those passing in the first division, and their names only be published in the *Gazette of India*. Those passing in the second division will be deemed to have passed for the purposes of leave and travelling allowance rules; but they will not be allowed the benefit of those rules on a second occasion, should they elect to compete again for the reward of a degree of honour.

*Leave.***11.—LEAVE.****(a) CASUAL LEAVE.**

GRANT TO OFFICERS OF THE EDUCATION DEPARTMENT OF CASUAL LEAVE AND PERMISSION TO LEAVE A STATION, DISTRICT OR CHARGE DURING GAZETTED HOLIDAYS.

Bengal Govt.,
Appt. Dept.,
No 5232A.,
13 Decr. 1904,
to D. P. I.

THE officers mentioned in column A of the following list will be the sanctioning authority in the cases of officers mentioned in column B :—

A.—Sanctioning authority.	B.—Officers to whom leave may be granted.
Director of Public Instruction	... Inspectors of Schools, Principals of Colleges (including the Calcutta Madrasah and the Government School of Art), the Head-master of the Murshidabad Nawab's Madrasah and the Superintendent of the Chittagong Madrasah, Inspectresses of Schools, Bengali and Hindi Translators, and Librarian Bengal Library.
Inspectors of Schools	... Assistant Inspectors of Schools and Head-masters of Zilla and other Government Schools.
Principals of Colleges	... Gazetted and non-gazetted officers employed in the Colleges under their control and in the attached Collegiate Schools, Survey schools and Schools of Engineering.
Head-masters of Zilla and other Government Schools (subject to report in each case to the Inspectors of Schools), and the Superintendents of the Dacca and Chittagong Madrasahs (subject to report in each case to the Madrasah Committee.)	... Non-gazetted teachers in those schools.
District officers (subject to report in each case to the Inspector of Schools under whom they are serving)	... Deputy and Additional Deputy Inspectors and Departmental Sub-Inspectors of Schools.
Vice-Presidents of the Boards of Management of the Alipore and Hazaribagh Reformatory Schools	... Trade Instructors and other employees in those Schools and also to the Superintendents.
Honorary Secretary, Bethune College Committee	... Lady Principal, Bethune College.
Inspectresses of Schools	... Assistant Inspectresses.
Commissioner, Orissa Division	... Uriya Translator to Government.

Leave.

(b) PRIVILEGE LEAVE.

**ACTING ALLOWANCE ADMISSIBLE IN VACANCIES ARISING FROM
PRIVILEGE LEAVE.**

It is observed that, in making arrangements in vacancies arising from the privilege leave of officers, the provisions of the Civil Service Regulations as to the maximum acting allowance admissible to an outsider are frequently not correctly understood.

D. P. J.
Cir. No 53, 4
11 May 1905.

2. Under the Secretary of State's Despatch No. 104 (Finl), dated 15th July 1904, officers drawing Rs. 100 or less have been placed on the same footing as regards eligibility for privilege leave as those on higher pay, and the State has accepted the principle that it should bear the extra cost on account of arrangements in place of all these officers alike. It must, at the same time, be understood that, while under the provisions of Article 147 (ii) of the Civil Service Regulations, an officer without a substantive appointment who is appointed to officiate in an appointment the pay of which is less than Rs. 100 a month may, if necessary, be allowed an acting allowance up to the full pay of the post, the allowance is limited under Article 144 to half the pay of the post in cases in which such an officer is appointed to officiate in a post the pay of which is not less than Rs. 100 a month.

3. The foregoing rules apply to arrangements made in place of officers taking leave either under Article 260 or under Article 271 of the Civil Service Regulations.

*Resolution No. 856—889, dated the 8th August 1906, by the Govt.
of India, Home Dept.*

THE Government of India have had under their consideration the question of abolishing or modifying the rule contained in Article 99 of the Civil Service Regulations, which lays down that, subject to certain provisos, no acting allowance is to be given to an officer acting in a higher appointment or grade in consequence of the absence of another officer on privilege leave for the first thirty days of such acting appointment, unless the acting officer is transferred from another station, in which case he may draw three-fourths of the acting allowance otherwise admissible. The rule has been in operation for twenty-five years, having been adopted in 1881 at the instance of the Secretary of State for India primarily as a measure of economy, though it was also anticipated that its effect would be of benefit as tending to prevent the withdrawal for short periods of many officers from the duties of their substantive appointments.

Bengal Govt.,
Finl. Dept.,
Cir. No 29F, 4
15 Sept. 1906.

2. The Government of India have long been aware that the rule is regarded by officers generally as both illogical and illiberal, and they think it probable that the economies which it has effected are incommensurate with the irritation which its application has aroused. Up to the present time they have not felt able to ask the Secretary

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of State to reconsider a decision of such authority and long standing: but it appears to them that the important change in the leave rules introduced in January 1901 has altered the position sufficiently to justify a reconsideration of the matter. The theory underlying the decision of 1881 was that privilege leave is intended to be an annual holiday, and that, as is the practice in England, the duties of an officer absent for a few weeks should be carried on by an officer on the spot without extra expense to the State. Now that the regulations permit the combination of privilege leave with other kinds of leave, privilege leave is much less frequently taken by itself for short periods, and the acting appointments made in consequence of an officer going on combined leave last for periods of from six months to two years. The rules as they stand present the anomaly that, when an officer takes combined leave for any periods from six months to two years, his *locum tenens* draws no acting allowance for the first thirty days, although his duties being new to him are for the first month usually more arduous than in the later period for which he receives an allowance. Another illustration of the anomalous manner in which the rule operates is to be found in the case of an officer acting for another deputed on special duty, who on the completion of his special work proceeds on privilege leave combined with other leave. In this instance the acting officer is with no interruption or change of duties deprived of the acting allowance which he was drawing before the commencement of the privilege leave and which he draws again after the first thirty days of the leave.

3. The Governor-General in Council is pleased to announce that the Secretary of State, to whom the matter was represented, has now sanctioned the abolition of the rule in Article 99 of the Civil Service Regulations. His Excellency in Council further directs that, while the total abolition of the rule will have effect from the 15th July 1906, the date on which the Secretary of State's last Despatch on the subject was received, the restriction hitherto imposed by Article 99 should be inapplicable—

- (i) in the case of ministerial officers;
- (ii) in the case of non-ministerial officers, who were promoted in privilege leave vacancies to act in appointments which entailed increased work or responsibility, that is to say, officers who were promoted to act in a class as distinguished from a grade within a class, as, for instance, a Deputy Commissioner acting as a Commissioner, or an Assistant District Superintendent of Police acting as a District Superintendent of Police; and
- (iii) in the case of officers transferred in consequence of privilege leave vacancies to act in another station;

with effect from the 19th February 1906, the date on which a former Despatch sanctioning these concessions was received.

Leave.

FULL PAY PRIVILEGE LEAVE OF PRINCIPALS OF COLLEGES.

No. 452, dated the 25th October 1888, from the Govt. of India, Home Dept., to the Accountant-General, Bengal.

I AM directed to acknowledge receipt of your letter* No. 1391., dated the 14th August last, enquiring whether the term "other officer," in line 4 of the note to rule 2, section 73 of the Civil Leave Code, may be held to include a Principal of a School or College. You explain that the practice of your office has, hitherto, been almost exclusively to limit the application of the rule to District and Sessions Judges, but that an Educational Officer, officiating as Principal of a College, has lately claimed privilege leave under the note in question on the ground of his not having been absent from his station for more than 15 days. You add that the claim has been supported by the Director, Public Instruction, in view of the fact that Principals of Colleges are required, under general orders, to be present at their stations during the vacation.

2. In reply, I am to refer you to the communication from the Finance Department, noted on the margin, and to state that the Governor-General in Council sees no reason to depart from the principle of the rule as there explained. The circumstance that an officer (whose case may, under certain conditions, be governed by rule 2, section 73 of the Civil Leave Code) procures a certificate showing that he has not been absent from his station for more than 15 days of a vacation does not entitle him to privilege leave under the ordinary rules unless he is compelled to forego his vacation and remain at his post in obedience to general or special orders issued by competent authority in any year. It would therefore be necessary, under the operation of rule 2, for the particular officer to show that he had asked for and been refused leave to absent himself from his station during vacation. Subject to this understanding, the expression "other officer" in line 4 of the note to rule 2, section 73 of the Civil Leave Code may be construed as embracing a Principal of a School or College. I am to add that it should be borne in mind that all privilege leave is a privilege to be enjoyed at the convenience of the public service as well as that of the officer himself; and this principle requires that officers serving in departments entitled to periodical vacations should in ordinary cases avail themselves of leave only during vacation.

Circular No 64, dated the 23rd June 1899, by the Director of Public Instruction.

In reference to the rules affecting privilege leave, contained in rules 1 to 3 under section 73 of the Civil Leave Code, which are appended for convenience of reference, I have the honour to point out that Principals of Colleges, who are in direct communication with this office, are not released from duty during vacations, other than the

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gazetted holidays sanctioned by Government. These officers have been declared to come under the conditions of rules 2 (with note) and 3, and are consequently eligible for privilege leave.

2. It will follow from this that, if a Principal of a College wishes to absent himself from duty during the whole or any part of a vacation, he must apply to this office for sanction, which will not be granted unless arrangements can be made to place one of the Professors of the College in charge, during his absence. For the purpose of calculating the amount of privilege leave on full pay to which such Principal, or such Professor detained on duty, would be subsequently entitled under Rule 3, the Accountant-General has ruled (1) that the vacations of the Education Department are to be regarded as half-yearly and of equal value; (2) that each vacation, if spent on duty, will entitle the officer to 15 days' privilege leave on full pay; (3) that gazetted holidays occurring within the vacation are to be treated as part of the vacation; and (4) that an officer applying for privilege leave on full pay is required to certify the number of days, whether gazetted holidays or other, on which he was absent from his station during such vacation.

Privilege leave is not admissible to—

- (a) Officers serving in departments in which regular vacations are allowed, during which the officers are permitted to be absent from duty, *e.g.* (Uncovenanted Judicial officers, Educational officers, officers in a High Court).
- (b) District and Sessions Judges who are permitted to avail themselves of the periodical Court vacations.

But in case of urgent necessity, privilege leave may be granted to any such officer under the ordinary rules, subject to the conditions—(1) that the officer shall, during his absence, receive only half the salary and allowances ordinarily admissible during privilege leave, and (2) that the leave cannot in any case be combined with vacation.

2. Rule 1 does not apply to the case of an officer who is, by general or special orders issued by competent authority, prevented in any year from availing himself of the vacation or vacations, by reason of his having to remain at his post on duty. In such a case privilege leave may be granted under the ordinary rules, provided always that the leave shall not in any case be combined with vacation.

* **NOTE.**—Sessions Judges in most provinces are ordinarily required to dispose of

* This note has been declared to be generally applicable to Principals of Colleges.

certain criminal work at their stations during the periodical Court vacations; but the work to be done is often insufficient to require their presence at their stations during the whole vacation. A Sessions Judge, or other officer, whose work requires him to be present at his station for a portion of the vacation, is eligible for privilege leave under the ordinary rules, provided he has not been absent from his station for more than 15 days of the vacation. If he has been absent for more than 15 days, his title to privilege leave is regulated by Rules 1 and 3 under this section. Any such officer applying for privilege leave under the ordinary rules, must attach to his application a certificate that he was not absent from his station for more than 15 days in any of the vacations included in the period of service by which the privilege leave claimed, has been earned—
[Vide *Finance Dept. No. 1271, dated the 6th June 1895.*]

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3. An officer who is, by general or special orders issued by competent authority, prevented from availing himself of a part only of a periodical vacation may, during privilege leave subsequently taken, draw his full salary for a period, bearing the same proportion if the vacation be annual, to a month, or if it be half-yearly, to a half month, as the time spent on duty during the vacation bears to the whole vacation.

NOTE.—This rule operates only in the case of an officer who is absent during vacation, when privilege leave earned under the operation of the ordinary rules is not due to him. [Vide *Finance Dept. No. 2610, dated the 17th May 1888.*]

Circular No. T₁, dated the 23rd September 1903, by the Director of Public Instruction.

I HAVE the honour to invite your attention to Sir Alfred Croft's Circular No. 64, dated the 23rd June 1889 on the subject of the full pay privilege leave of Principals of Colleges.

2. It was stated in this Circular that Principals of Colleges, who were in direct communication with this office were not released from duty during vacations other than the gazetted holidays sanctioned by Government, and that if any such officer wished to absent himself from duty during the whole or any part of a vacation he must apply to this office for sanction, which would not be granted unless arrangements could be made to place one of the Professors of the College in charge during his absence.

3. It now appears from the correspondence with the Accountant-General, Bengal, that the above statement is directly against the ruling of the Government of India, in the Home Department, contained in their letter No. 452, dated the 25th October 1888 which decided that Principals of Colleges should ordinarily avail themselves of the periodical vacations.

4. For the purpose of privilege leave, the officers of the Education Department are divided into two classes, subject respectively to Articles 271 and 273 of the Civil Service Regulations. The difference between the two classes may be summarised under two heads, viz., (1) Article 273 officers, if they enjoy a part of the vacation up to 15 days, yet get privilege leave under the ordinary rules as if they did not enjoy vacation; Article 271 officers, if they enjoy even a single day of the vacation, come under the proportionate calculation of Article 274 as regards full pay and privilege leave.

5. There can be no question of an Article 273 officer enjoying the whole vacation. It is admitted that he has to remain on duty for a portion of the vacation, and a certificate from him stating for what portion of the vacation he was on duty is all that is necessary to pass his full pay privilege leave. An Article 271 officer on the other hand is supposed to avail himself of vacations, and if he claims privilege leave on full pay, he has to produce orders that he was prevented from availing himself of the vacation or part of the vacation in any year.

6. It would appear from the orders of the Government of India quoted above that of the two advantages of an Article 273 officer, they

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extended to Principals of Colleges the first one, viz., the privilege of enjoying 15 days of a vacation, without prejudice to privilege leave under ordinary rules; but deliberately refused to extend the second one, viz., of obtaining full pay privilege leave on the strength of a certificate furnished by the officer concerned that he was not absent from his station for more than 15 days.

7. It will follow from the above that Principals of Colleges are ordinarily expected to avail themselves of the periodical vacations, and have no claim to privilege leave under the ordinary rules. If, however, any such officer is prevented *in any year* by general or special orders issued by the Director of Public Instruction from availing himself of the vacation or vacations, his claim to full pay privilege leave will be decided in accordance with Articles 273 and 274 of the Civil Service Regulations. These officers are therefore henceforth required to apply to this office for permission to remain at their posts on duty during the whole or any part of a vacation if they wish the vacation to count towards full pay privilege leave, and not to apply for permission to absent themselves from duty during the vacation, as laid down in this office circular quoted above. From the ruling of the Accountant-General, Bengal, and from the reconsideration of the order of the Government of India of 1889, it will be seen that it will not ordinarily or as a matter of course be possible for this office to declare it is necessary for a Principal of a College to remain on duty during a vacation. Special reasons will have to be adduced in the case of each application.

(c) COMBINATION OF VACATION WITH A SHORT
PERIOD OF REGULAR LEAVE.

No. 3865P., dated Simla, the 21st June 1904, from the Govt. of India, Finance and Commerce Dept., to the Accountant-General, Bengal.

I AM directed to acknowledge the receipt of your letter No. 107G.A., dated 21st April 1904, regarding the case of an officer subject to Article 271, Civil Service Regulations, who having failed to join his appointment at the end of the annual vacation owing to illness, applied for two weeks' leave on medical certificate in continuation of the vacation. In view of the provisions of Article 277, Civil Service Regulations, you enquire whether, as the condition of clause (iv) of Article 233, Civil Service Regulations, was not fulfilled, the grant of such leave was admissible.

2. In reply, I am to say that the opinion expressed in paragraph 5 of your letter is correct, namely, that in the case of officers to whom privilege leave, under the ordinary rules, is not admissible, vacation cannot be combined with long leave, unless the conditions of Article 233, Civil Service Regulations, are fulfilled. But the Government of India are pleased to rule that if an officer while absent on vacation is compelled by illness or other cause (accepted by the Local Government or the authority empowered to grant the leave) to apply for leave in continuation, the vacation and leave may be combined without reference to the minimum limit of duration laid down in clause (iv) of Article 233, Civil Service Regulations.

*Transfers.***15.—TRANSFER OF OFFICERS.**

It would be much better if all desirable but not urgent transfers were made at one time during the year. It would give this office much more latitude in making the necessary arrangement and in the end reduce the number of officers transferred, as the officers could be simply exchanged instead of being moved to make room for others. If the transfers were made generally in the Christmas holidays before the new school session commenced, the minimum inconvenience to the schools would be occasioned. Accordingly, as far as possible, it would be well to send in any applications for transfer before the end of September in each year so as to allow this office sufficient time for carrying on any preliminary correspondence, if necessary.

D. P. I.
Cir. No. 119, 4
30 June 1904.

In future when a non-gazetted officer of this department, or an officer of class i or ii of the Subordinate Education Service is transferred and it is not definitely ordered that he should remain at his post till the arrival of his successor, he shall be relieved of his duties by his immediate superior within a week of the date of intimation, whether by letter in the case of ungraded, or by notification in the Gazette in the case of graded, officers. It is important that he should be enabled to join his new appointment with the least possible delay.

D. P. I.
Cir. No. 16, 4
25 Jan'y. 1905.

If in any case it is necessary, for special reasons, to exceed the above limit, intimation of the fact should be given to this office, through the proper channel, and the probable date on which the officer under orders of transfer will be relieved should be stated.

CHAPTER III.

PRIMARY, SECONDARY AND COLLEGIATE EDUCATION.

Schools and Colleges are either directly managed and maintained by Government or by a statutory local body, or by a local committee of management with a grant-in-aid from provincial or local funds, or by a private body or individual without such aid.

1.—GENERAL RULES REGARDING PRIMARY SCHOOLS.

(a) RULES FOR THE ADMINISTRATION OF THE PRIMARY GRANT.

In accordance with Rule 51 of the Local Self-Government Rules each District Board frames its own rules for the administration of the primary grant, in consultation with the Inspector of Schools. The rules shall require the approval of the Director of Public Instruction. The following rules exhibit their general character:—

1.—SCHOOLS RECEIVING STIPENDS.

1 (a). The remuneration of a *guru* from public funds should be a small subsistence allowance which may be paid quarterly, and he should have a further allowance at the end of the year, which should depend on the number of pupils regularly attending his school, the nature of the instruction given, and the general character of the school as ascertained by the Local Board members and inspecting officers.

N.B.—In considering regularity of attendance of pupils, local authorities may properly allow for local conditions which may require the closing of primary schools on account of the monsoon rains, or on account of cultivation or harvesting. [*Government, General Department Orders No. 830T.—G., dated 10th June 1902*].

(b). As the best and most largely attended upper primary schools cannot be properly managed by one teacher, they should be provided with an assistant teacher.

(c). The head teachers in these upper primary schools may receive stipends up to Rs. 5 a month each.

Primary Schools.

2. The stipends are considered as grants-in-aid, and will be liable to be proportionately reduced if, on inspection, it is found that the work apportioned for each quarter has not been properly done, and will be withdrawn if the school continues to be badly taught.

3. In selecting teachers for primary schools, preference should be given to passed upper primary and middle scholars, experienced in the mode of pathshala teaching and possessing a fair knowledge of village accounts.

4. Stipendiary school teachers must not leave their schools without the permission of the Sub-Inspectors. Any breach of this rule will be punished by forfeiture of double the amount of pay for the days of absence and by dismissal if the practice is persisted in after due warning.

5. The courses of studies of the upper and lower primary schools will be divided into three parts, which are to be taught in the first three quarters of the year, leaving the fourth quarter for revision of the whole and for exercises.

6. The routine and the list of studies, with the subjects to be taught in each quarter, must be hung on the school walls during the working hours.

7. Sub-Inspectors when out on inspection will see that the quantity fixed for each quarter has been properly taught, and that the routine and list of studies are hung up in the school.

8. It is the duty of *gurus* not only to maintain discipline in their schools, but to impress upon the minds of their pupils the duty of truthfulness, respect, punctuality, and obedience.

9. Where a primary school is established, the villagers are generally expected to provide it with a house. For upper primary schools maps also should be provided.

3.—GIRLS' SCHOOLS.

10. Teachers teaching 20 girls or more will get a monthly stipend or capitation grant.

11. Teachers having less than 20 girls in their schools will be paid monthly rewards at the rate of Re. 1 for every 8 girls who attend regularly and make satisfactory progress.

12. If a *guru* teaches boys and girls together, he will receive rewards for teaching girls at the rate mentioned above.

13. At the half-yearly examination the Deputy Inspector will give to the girls prizes of various kinds, including books, slates, sewing and writing materials, toys, or clothes.

4.—MODE OF PAYMENT.

14. All payments to *gurus* on account of either stipends or rewards will be made by means of postal money-orders.

15. The Sub-Inspectors will prepare stipendiary and deferred allowances bills within a week after the money becomes due, and after those bills are passed, they will be made over to the postmaster, who will issue money-orders up to the value of the bills.

Primary Schools.

16. The commission on money-orders will be paid from the primary allotment of the district.

17. The postal receipts and the acknowledgment of money by *gurus* will be forwarded by Sub-Inspectors to the auditing officer, as vouchers.

5.—SCHOOL SESSION.

18. It would be convenient if the session of Middle and Primary Schools be made to begin from 1st January or 1st February as in the case of High Schools.

D. P. I.
Cir. No. 190, 4
2 Novr, 1904.

6.—FORMS.

19. The prescribed primary education forms must be strictly followed.

7.—INSPECTING PANDITS OR *GURU*-INSTRUCTORS.

20. Inspecting pandits will receive Rs. 15 as pay and Rs. 5 as travelling or horse allowance. There should be, as far as possible, one for each thana in a district. They should have a thorough knowledge of mental arithmetic and bazar and zamindari accounts. Holders of the vernacular mastership certificate should have the preference.

21. Inspecting pandits will be subordinate to the Sub-Inspectors of Schools under whom they are placed.

22. Inspecting pandits are required to teach the teachers of schools within their jurisdiction, while out on inspection, and to train them in the mode of teaching by themselves giving lessons on teaching.

23. The duties of the inspecting pandits are—

- (a) To inspect all the primary schools within the circle, whether stipendiary or non-stipendiary, once each month or at least twice each quarter. When inspecting a school the pandit will thoroughly examine the classes in each subject taught, and will record in the visitors' book the result of the examination.
- (b) To see that each school teaches the course of the class to which it belongs; that the quantity fixed for each quarter has been fully and properly taught; that the boys are properly arranged in classes; that the registers of attendance are properly kept and regularly written; that the routine and the list of studies are duly hung up on the school wall; and that all the departmental orders are fully obeyed and carried out by the teachers.
- (c) To assemble schools for scholarship examinations on the dates and places previously fixed by the Deputy or Sub-Inspector of Schools.

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(d) To keep the Sub-Inspectors regularly informed of the closing of old and the opening of new schools, the raising of lower primary schools to the upper primary standard and *vice versa*, and any violation of departmental rules and orders by the teachers of primary schools, especially of the stipendiary class.

(e) To be constantly moving about from school to school, and not to stay longer than necessary at head-quarters, except for inspecting the schools there. The pandit will not stay for more than a day at any school, except for some special reason or during authorised holidays.

24. The pandits will submit their diaries monthly through the Sub-Inspectors.

25. The annual returns of the primary schools will be received and checked by the inspecting pandits.

26. Nothing will be paid to pandits, except their pay and fixed travelling allowance.

• 8.—RULES FOR REGULATING LEAVE TO *GURU* INSTRUCTORS.

D. P. I.
Cir. No. 69, 7
16 June 1903.

27. The *Guru* Instructors may be allowed the vacations fixed for the Primary schools of the districts in which they are employed.

28. The *Guru* Instructors may be allowed all the gazetted holidays.

29. Privilege leave, on half pay in cases of urgent necessity only, may be allowed under article 271 of the Civil Service Regulations; provided that Inspectors of Schools may allow privilege leave on full pay under articles 272, 273 and 274 of the Civil Service Regulations, instead of the school vacations, where this modification is found desirable owing to the *Guru* Instructors being detained on duty during the vacations.

9.—GENERAL.

30. Upper primary schools will be opened and maintained in the larger villages only; and to enable them to work fully up to the required standard, they will generally be managed by not less than two teachers, who will be paid from the primary grant and receive a proportionate share of the fees and other contributions of the pupils.

31. English is not to be taught in a primary school.

32. All the accounts and business connected with primary education will be kept and done in the primary education forms, ordered for use by the Government.

33. Sub-Inspectors should be careful to take with them on their tours the returns of attendance in primary schools furnished by the inspecting pandits after the close of the preceding year. If any large differences are discovered between the attendance as returned and the attendance as ascertained by the Sub-Inspector, a close enquiry should be made.

Primary Schools.

34. The *gurus of pathshalas* and head-masters or pandits of secondary schools should note down in a book at the end of every month the progress made by the pupils in each subject and in each class. In the case of primary schools the class-register may be used for the purpose, and in the secondary schools the entries should be made in a log-book or diary book. The log-book should also contain a brief account of the chief events in connection with a school (appointment and leave of teachers, results of examinations, discipline, etc.). No entry in a log-book is to be struck off or erased, but a new entry may be made to rectify an old one. The log-book if kept in the way stated above, will, it is contemplated, be of great help to the Inspecting Officers at the time of their inspection of schools. Deputy Inspectors may therefore see that such a book is kept in each of the primary and secondary schools in their districts from as early a date as possible.

D. P. I.
Cir. No. 80, 4
13 July 1903.

(b) PRIMARY SCHOOLS IN *KHAS MAHALS*.

No. 550, dated the 21st June 1888, from the Govt. of Bengal,
General Dept., to D. P. I.

"I am directed to acknowledge the receipt of your letter No. 1488, dated 7th March 1888, applying for an additional grant, roughly estimated at Rs. 15,000, for the clerical establishment of Deputy Inspectors of Schools, and for the inspection of primary schools. It is explained that the staff of Sub-Inspectors available for inspecting primary schools, under the supervision of District Boards, has been seriously diminished, without any corresponding reduction in the work they have to do, by the fact that at least one inspecting officer has been retained in each district for the schools, comparatively few in number, which are still under the direct control of Government. These are the schools situated within the limits of municipalities or cantonments, and those on the estates, the property of Government. You observe that Government has handed over certain duties to District Boards, but has failed in the majority of districts to provide them with a sufficient agency for discharging these duties; and you propose to remedy this by making over to the Boards the Sub-Inspectors still under Government, appointing officers of somewhat lower position to replace the latter, and also to do clerical work for the Deputy Inspectors.

"2. In reply, I am directed to say that the supervision of municipal and *khas mahal* schools by Government, while all other schools are under the control of District Boards, appears to be a very inconvenient arrangement. It involves the retention of a Sub-Inspector by Government in every district, though there is seldom sufficient work for such an officer, the undue curtailment of the staff of Boards, a system of double inspection, two officers travelling over the same ground, and a serious restriction on the system of payments by results. The remedy suggested is expensive, and is not free from objection, as it contemplates the inspection of municipal schools by officers of lower standing than those at present employed.

"3. On the whole, the Lieutenant-Governor is decidedly of opinion that it is desirable to make over to the District Boards, or, where

Primary Schools.

practicable, to municipalities, all the primary schools at present under Government supervision. In the case of schools on *khas mahal* estates, the Government contribution for their assistance should be in addition to what they may be entitled to receive on the system of payment by results from the General District Fund, and should certainly not involve their exclusion from the usual system of management. The contribution is made by Government as zamindar, and corresponds with the aid any private zamindar may give to schools on his estates without depriving them of the advantage of the Board's assistance. There seems no objection to the transfer of the amount to the District Boards. As to schools situated in municipalities, the Lieutenant-Governor is advised that there is no legal difficulty in making an arrangement for the transfer with the consent of the District Boards concerned. It is probable that the Boards will make no objection to the transfer on receiving grants equal to the expenditure which will have to be incurred; and it seems desirable to adopt this course wherever the schools cannot be made over to municipalities.

"4. I am now to request that you will be so good as to report what sum it will be necessary, under the proposed arrangement, to make over to each District Board, and on receipt of your reply the Commissioners of Divisions will be addressed on the subject.

*No. 1101, dated the 6th March 1900, from the Govt. of Bengal,
General Dept., to D. P. I.*

D. P. I. Cir.
No. 45 of 1900.

"I am directed to acknowledge the receipt of your letter No. 23, dated the 3rd January 1900, reporting that the orders of Government issued in 1888, directing that in the case of primary schools in *khas mahals* the Government contribution for their assistance should be in addition to what they may be entitled to receive on the system of payment by results from the General District Fund, have not been generally carried out. You further report that in Midnapore the one *per cent.* grant given for advancement of primary education in Government estates has been amalgamated with the primary grant of the District Board, and consequently it has not been utilized for the purpose for which it was intended. You recommend the adoption of one of the following courses:—

- (1) either the Government Order No 550, dated the 21st June 1888, which has apparently been forgotten, be re-issued; or
- (2) the District Boards or the District Officers concerned be called upon to adjust or arrange their expenditure from the District Funds or allotments for primary education in non-Board areas, so that the above orders can be carried out without any additional grants from Government; or
- (3) the amount of the one *per cent.* grant be amalgamated with, or transferred to, the district allotments for primary education, and the District Boards or District Officers concerned may be allowed to administer the fund for *khas mahal* schools in the way they think best, with effect from 1899-1900; or

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- (4) the existing orders be modified, so that the present varying procedure may be legalized, that is, District Boards may be free to act as they choose; or
- (5) in distributing the primary grants, District Boards be required to take into consideration the amounts received by *gurus* from the one *per cent.* grant, or from the contribution of zamindars.

"2. In reply, I am to say that the money contributed by Government, in its capacity as zamindar, for the promotion of primary education in *khas mahals*, should be devoted exclusively to that purpose, and should not be utilized in the manner in which it has been at Midnapore. I am to request that the irregularity committed there may be stopped. As regards the fact that certain District Boards, when ascertaining the amount to be paid as rewards, take into account, in the case of *khas mahal* schools, the sum paid to the *gurus* of such schools from the one *per cent.* grant, I am to re-affirm the orders issued in 1888 that the Government contribution for their assistance should be in addition to what they may be entitled to receive on the system of payment by results from the General District Fund, and should not involve their exclusion from the usual system of management. It is understood that the assistance given to primary schools by private zamindars does not affect the amount of the reward assignable to them by District Boards, and it would not be equitable that a different treatment should be accorded to primary schools in Government estates.

"3. Having regard to the circumstances stated, the Lieutenant-Governor has come to the conclusion that the District Boards mentioned in your letter are not entitled to any assistance from Government to compensate them for the aid they would be required to give to the primary schools in Government states, owing to their having lost sight of the Government Orders of 1888, and that the proper course would be to enforce those orders with effect from the 1st April 1901. A year's respite is given to avoid sudden inconvenience to District Boards, and to enable them to make, in the interval, such re-arrangements as they may consider necessary.

(c) CIRCLE SCHOOLS.

1. The circle school system prevails in a few districts only. It was devised with the object of increasing the number of middle class schools at a small cost. A locality, having two or three promising upper primary schools situated within three or four miles of each other, is selected as a "Circle," and over these three schools an itinerant teacher, called a "Circle Pandit," is appointed. It is his duty to travel from one to the other, generally spending two days a week at each, and to improve them into middle schools. It is not uncommon for the boys of the first class to move about with the circle pandit.

2. By this system three secondary schools take the place of three primaries, and the extra cost is that of a single pandit such as is generally put in charge of a single school.

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3. The management of circle schools has not been transferred to District Boards. It still remains in the hands of the department.

4. Circle pandits are Government servants. They are of four grades:—1st grade on Rs. 25 a month; 2nd grade on Rs. 20; 3rd grade on Rs. 18, and 4th grade on Rs. 15. During the rainy season in some of the water districts of Lower Bengal, a boat allowance is given to these pandits to enable them to go from school to school.

5. If a circle pandit accepts an appointment in a Board school, he *ipso facto* ceases to be a Government servant.

6. Circle pandits are paid from a separate allotment called the Circle grant; the bills being passed by the Inspector of Schools.

7. There are Circle Schools in the districts of 24-Parganas, Nadia, Jessore, Khulna, Murshidabad, Bankura and Midnapore.

(d) INSTRUCTION OF ABORIGINAL CHILDREN.

No. 908, dated the 23rd February 1904, from the Govt. of Bengal, General Dept., to D. P. I.

I AM directed to acknowledge the receipt of your letter No. 13844, dated the 23rd December 1903, with which you submit certain proposals regarding the instruction of aboriginal children during the early stages of their education.

2. You are of opinion that, in the higher stages of vernacular education, aboriginal children must, in all cases, be taught in one of the three principal Aryan languages of the Province, viz., Bengali, Uriya and Hindi (including Urdu); and that in the lower stages, when they understand any one of those languages, it should be the medium of instruction. On this principle, it has been suggested that the Tipperas of Chittagong and the Santals of Midnapore and Murshidabad should be taught in Bengali, and the Juangs, Kols and Bhuyans of the Orissa Division in Uriya.

It has also been suggested that in Rajshahi, Bogra and other districts of the Rajshahi Division, where their number is small, Santals and other aboriginal pupils should be taught in Bengali.

3. You recommend, however, that in certain special instances the vernaculars of aboriginal tribes should be recognized to a limited extent; and accordingly propose that Tibetan in Darjeeling and Santali in Mourbhanj in the Orissa Division and in those places in the Chota Nagpur and Bhagalpur Divisions, where neither Bengali nor Hindi is understood, should be recognized as the medium of instruction up to the Lower Primary standard for the children who speak those languages. You are also of opinion that the Garos and other cognate tribes in the Dacca Division should, if possible, receive their oral instruction during the first two years of the infant standard in their own vernacular; and suggest that Lower Primary *pathshalas* conducted by *gurus*, who either belong to the aboriginal classes or at least are fairly conversant with their language, should be encouraged.

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4. You also recommend that, while aboriginal languages are to be recognized up to the Lower Primary standard, the language in which instruction is to be imparted in the higher stages should be introduced as a second language in standards I and II; and that the Muhamadans of Orissa should be taught in Urdu or Uriya at their option up to the Middle standard.

5. I am to state that these recommendations are approved by Government, and that you are authorized to issue the necessary orders and to take steps for the preparation and publication of Tibetan and Santali text-books.

2.—GENERAL RULES REGARDING SECONDARY SCHOOLS.

(WITH SPECIAL REFERENCE TO HIGH SCHOOLS.)

1. The course of studies for the upper department of high schools comprising classes 1 to 4, is drawn up each year by the Divisional Inspector. In schools under private management the managers select the text-books subject to the rules published by Government for the guidance of Text-book Committees.

The Divisional Inspector will decide, from the results of the test examinations, which candidates from zilla schools shall be sent up to the Entrance examination and which shall be kept back.

2. It is the duty of the head master to see that the junior masters fit themselves, by careful study and daily preparation, for teaching their classes and bringing them up to the standard prescribed. All masters should carefully study the books which they have to teach, the methods of teaching and of class management being duly attended to.

3. It is essential that the students should provide themselves with the class books. It is a duty of the class master to see that this is done. Exercises should be constantly set and corrected. Particular attention should be given to neatness and correct expression. The use of *koya* should be discouraged.

4. Hand-writing and map-drawing should receive constant attention; and in teaching mathematics, neatness and method should be insisted upon. Special attention should be paid in the lower classes to mental arithmetic.

5. Masters are to lose no opportunity of teaching their pupils by example as well as by precept, the value of truth, diligence, respect to superiors, gratitude, kindness to inferiors, habits of discipline, and other points of morality without which education is imperfect, and may be positively injurious.

In general terms, students should be taught not only to be scholars but to be gentlemen.

6. Parents and guardians should be supplied with quarterly progress reports in the prescribed form, by which means they can themselves judge the advance made by their boys :—

Secondary Schools.

7. To prevent irregularities, separate books are to be kept for library, prize, and contingent accounts.

8. Acquittance rolls are also required, in which the teachers, etc., acknowledge receipt of their salaries, receipt stamps being affixed for sums above Rs. 20.

9. Fees are due in advance on the first day of each month. Fines are imposed if all sums due to the school are not paid by the 15th of the month. On the last day of the month the names of defaulters will be struck off and re-admission can be gained only on payment of all back dues, together with a re-admission fee.

10. Leave to teachers of Government schools will be granted under the rules of the Civil Service Regulations.

India Govt.,
Finl. Dept.,
No. 8865P.,
1 June 1904.

11. *Combination of vacation with a short period of regular leave.*—If an officer while absent on vacation is compelled by illness or other cause (accepted by the Local Government or the authority empowered to grant the leave) to apply for leave in continuation, the vacation and leave may be combined without reference to the minimum limit of duration laid down in clause (IV) of Art. 233, Civil Service Regulations.

12. The Head-master will furnish the Inspector with the following statements:—

Leave and late statement for the quarter	By the 5th of April, July, October, January
Quarterly accounts	5th of April, July, October, and January.
Balance statements	30th of April.
Contingent and scholarship bills and copy of establishment bills	By the 5th of the following month.
Indents for prize and library books.	By the 1st of May each year.
Prize and library bills	By the 1st of January each year.
Extraordinary bills	Before the 1st of March, if possible.

13. Corporal punishment is allowable only in cases of gross misconduct. It should be inflicted by the Head-master only. It should not be inflicted under the excitement of the moment, but after due deliberation. The usual punishment for inattention to studies and misbehaviour takes the form of impositions, extra hours, and fines. Cases of gross moral turpitude are rightly punished by expulsion.

14. In Government schools, masters are forbidden to take private work without the express permission of the Inspector. Private tuition must in no way be allowed to interfere with the public duties of a master, whether it be teaching in school, preparation at home, or correction of exercises. Such duties must never be made subordinate to private work.

15. Class work cannot be carried on properly if punctuality and regular attendance be not insisted on. Boys coming late may be fined a pice for every quarter of an hour, up to a limit of one anna a day, which is the fine for a whole day's absence. Absence in continuation (before or after) of a vacation or holiday is subject to double fine. Leave on urgent business should rarely be given to a school-boy. It must be very rarely that anything occurs requiring his attendance more urgently than his school work.

Secondary Schools.

16. In middle schools the head vernacular teacher should be selected from students who have passed the final examination of a first-grade training school.

17. In Middle schools all subjects are to be taught through the medium of the vernacular; in other words, the schools must be placed upon a vernacular basis, and when English is taught, it is to be taught as a language merely. The same will hold good in the lower department of High schools placed on a vernacular basis.

D. P. 5
Cir. No. 35, 4
26 April 1906

18. *Teaching of English.*—The department is certainly not opposed to, but in favour of, the teaching of English in Middle schools, *provided* that the teaching of it is satisfactory. The English teacher must, however, have passed at least the F. A. examination, and the arrangements for the payment of his salary must be satisfactory.

D. P. 5
Cir. No. 86, 4
26 April 1906

19. *School Library.*—If a clerk and librarian is employed by a school, he is responsible *primarily* for the safe custody of the library books and school records.

The keys of almirahs and boxes containing the books should be in his hands, but the head-master is to see every day, when the school closes, that these have been duly locked.

The clerk is also responsible for the library catalogue, and for the proper arrangement of the books, under the head-master's supervision and direction.

At the end of each official year the head-master should take careful stock of all the library books and records, and note and report to the Divisional Inspector any loss or damage that has occurred during the year.

20. The Secretaries of schools aided by the Department are authorized to grant leave to teachers drawing Rs. 20 and under, subject to confirmation by the Inspector in the case of high schools and by the Deputy Inspector in the case of middle schools. A report of leave granted should be forwarded in each case. If the Deputy Inspector doubts the propriety of sanctioning the leave, he should report the matter to the Inspector. Applications for casual leave and leave on urgent private affairs, which are submitted after the leave has been availed of, are viewed with strong suspicion, and in no case is leave on urgent private affairs sanctioned, unless the nature of the urgency is explained in detail.

21. Leave to teachers in aided schools, drawing more than Rs. 20 a month, may be granted, subject to confirmation by the Inspector.

22. Surplus balances at the credit of grant-in-aid schools, when they reach a sum of Rs. 20 and upwards, must invariably be deposited in the Savings Bank, unless the Inspector decides in the case of particular schools, that this course is unnecessary or would be attended with inconvenience or loss.

23. The accounts of aided schools must be full, and must show all receipts and disbursements. It is strictly forbidden for such schools to keep a "private account," and when it is discovered that this practice prevails, the school is liable to forfeiture of grant.

Secondary Schools.

24. In keeping the accounts of aided schools, the following regulations are to be strictly observed:—

The accounts for a month should be made up and closed in the first week of the month following that to which they pertain. The fact that the bills have not been submitted should not interfere with the observance of this rule.

The accounts should represent the actual state of a school's finances.

It is frequently found that accounts are made up for a month, the receipt and expenditure columns showing the sums which ought to have been respectively received and paid, and on the strength of such accounts grants-in-aid are claimed. This is quite irregular. Every school should keep a cash account book in which should be daily entered all sums actually collected and all charges actually paid, and nothing more: and the entries in the account of receipts and expenditure should be merely an abstract of the entries in the cash book. If a Secretary advances money for payment of charges, in anticipation of the grant, such advance should be entered in the column of receipts for the month in which the advance is made; and when the money is repaid, it will again be shown in the expenditure column for the month in which the payment is made.

25. In Government and Board middle schools it should be understood that the people of the locality in which such schools are established will provide suitable furniture and houses for the schools and will keep them in proper repair.

26. *Admission Book—*

D. P. I.
Cir. No. 21, 4
1 Feb'y. 1905.

(1) In continuation of this office Circular No. 144, dated the 18th August 1904, and in partial modification thereof, it is directed that in addition to the particulars hitherto recorded, the date of birth of a boy at the time of his admission to a school should, wherever possible, be recorded in the Admission Register, and the parent or the guardian, as the case may be, of the boy, should be asked to certify to the statement of the age and the date of birth, either by putting his signature in the Admission Register or by making a declaration in the letter of application referred to in No. 1 of the transfer rules for High schools. In either case the declaration made by the father or the guardian should be attested by another respectable person who should put his signature in the Admission-book or on the letter of application, in the presence of the head-master of the school into which the boy is to be admitted.

(2) The parent or the guardian should state whether the boy has a horoscope, and if so, whether the age and date of birth given by him agrees with the horoscope.

(3) The age should be stated in years, months and days according to the English method, that is, the completed number of years, months and days should be given in each case.

(4) In case a parent or guardian is illiterate, he should put his mark in the column in the Admission Register meant for his signature, and his declaration should be certified by another respectable person, as directed in paragraph 1.

Secondary Schools.

(5) The Admission-book of a school should accordingly contain the following columns :—

1. Serial number.
2. Name of a boy.
3. Father's name, occupation.
4. Recognized guardian's name, occupation.
5. Place of residence.
6. Condition of residence ; whether the boy is living with : (a) parent or (b) guardian or (c) in a hostel or (d) in a mess, and in case of (c) or (d) if these are duly recognized.
7. Date of birth (the day, the month and the year must invariably be given).
8. Age according to the English method in completed years, months and days on the day of admission into the school.
9. Whether the boy has a horoscope, and, if so, whether the age given agrees with it.
10. Signature of father or guardian, if it is a case of first admission to any school and not merely transfer from one school to another.
11. Signature of another respectable gentleman, if it is a case of first admission and not merely transfer from one school to another.
12. School from which the boy comes.
13. Class in which he was reading.
14. Class in which he is admitted.
15. Number and date of transfer certificate.
16. Date of admission.
17. Further information (if any) required by the Inspector of Schools.
18. Remarks.
19. Head-master's signature.

(The headings prescribed above are essential, though others may be added at the discretion of the authorities of a school).

(6) In the case of boys who have already been admitted and in whose case the date of birth and precise statement of age have not been recorded and the parent's or the guardian's signature has not been obtained, it is desirable that the omission should be supplied as soon as practicable.

(7) The information as to age and birth should be not only recorded in the Admission Register, but must also be entered in the transfer certificates granted to students at the time of quitting a school.

27. *Visitors' Book.*—One of the most important books in the permanent records of all schools, and to a certain extent also in colleges, is the Visitor's Book, in which all officers who have a right to inspect the institutions and to criticise their working are expected to enter their remarks. Other visitors to such institutions may also be invited to state in such books their opinion of the work which is being carried on and may also make any suggestions they deem desirable.

D. P. I.
Cir. No. $\frac{T}{5}$, 7
25 June 1904.

*Secondary Schools.*28. *Prize Distribution—*

D. P. I.
Cir. No. 222, 4
23 Decr, 1904.

(1) The prize distribution of a school should take place with as little delay as possible after the prizes have been awarded on the results of the annual examinations. The annual examination usually takes place in December; and the school session generally begins in January. It is therefore desirable that the prizes should be given away before the school breaks up for the Christmas holidays. The prizes should be obtained from the School Book Society or other place sufficiently early to make this arrangement possible. If by chance it should be necessary to exchange any book obtained as a prize, that can easily be done, the prize being reserved until the substituted volume is obtained.

(2) Due regard should be paid to the age and intelligence of students in the classes in which the prizes are to be awarded and other similar considerations, so that the prize-winners may really profit by the books awarded to them. The prize-books should be both interesting and instructive and at the same time such that they can be easily understood by the recipients. It is suggested that a considerable proportion of the books for the higher classes should be of the nature of biographical studies of great and good men, and that other prize-books should deal with travels and similar subjects. Story-books, however, and other works of fiction of a suitable type need not be excluded. The get-up of the books should be as attractive as possible so that the prize-winners may preserve the books as mementos of their school life.

(3) It is very desirable that the prize-winners should be treated as forming the most important section of persons who are present at the ceremony, and hence that they should be given a prominent position in the hall in which the distribution takes place. Thus the prize-winners, if not also all the bigger boys of the school or perhaps a selection of the most deserving boys from all the classes who have not won prizes, should be accommodated on the front seats, the back seats being occupied by the parents and the leading members of the public interested in the well-being of the school. It is desirable that the boys of the school generally should realise that the prize-takers have a prominent part in the proceedings of the day, and the latter at any rate should be able to hear what the presiding officer may have to say to them or to their parents.

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(4) It is very desirable that the District Officer should preside at the annual distribution of prizes in the Local Government High School. The District Officer has by this means an opportunity of showing his interest in education generally and also in the school which is supposed to be the model school of his district.

(5) A District Officer has on such occasion the opportunity of placing before the public any matter connected with the school in respect of which the assistance of the local public may be desired, and this is always an advantage.

(6) As the annual examination of the zilla school generally takes place in December, close upon which the prize-distribution should follow, and as the District Officer is always present in the station about the end of the year for the performance of his official duties, there seems to be no adequate reason why the District Officer should not be asked to help the school by presiding at the annual prize-distribution.

Secondary Schools.

(7) The authorities of the schools concerned should therefore hold their future prize-distributions just before the Christmas holidays in each year, so that the District Officers may be able to preside at the ceremonies without inconvenience.

(8) It is hoped that the District Officers will be good enough to help the school authorities, as far as possible, to carry out these proposed arrangements which will materially help the school in its work and raise the school in the estimation of the local public.

29. Local Holidays—

(1) It appears that some misconception exists in many quarters regarding the scope and application of Bengal Government (Financial Department) Circular No. 8Mis., dated the 31st March 1903, sanctioning certain extra local holidays for each district in Bengal. Some Inspectors of Schools seem to be in doubt whether zilla schools should or should not get the benefit of that circular.

(2) The extra holidays sanctioned by Government are evidently meant for Government officers who enjoy gazetted holidays only. But zilla schools have a certain total number of holidays sanctioned for them every year, and, as that total is large enough to meet all the requirements of such schools, the head-master of each zilla school should in the beginning of every year prepare a list of holidays, including in it gazetted holidays, summer holidays and *all important local holidays*, the total of all these not exceeding 65, and get the list approved by the Inspector of Schools. It is believed that lists of holidays are already prepared by Head-masters and sanctioned by Inspector of Schools every year in the case of all zilla schools; but, in approving such lists, Inspectors of Schools should see that the local holidays specified in the schedule annexed to the Government circular referred to above are not over and above the 65 days fixed for zilla schools, but are included in them.

(3) The above observations apply also to Colleges and Collegiate Schools.

3.—VERNACULAR EDUCATION SCHEME.

[*Resolution No. 1, dated the 1st January 1901, by the Govt. of Bengal, General Dept.*]

The question of remodelling the lines on which vernacular education in the Indian Empire has hitherto been based has, for a considerable time, been exercising the attention of both the Imperial and Local Governments. The following short history of the question was given in the Resolution of this Government No. 1921, dated the 1st July 1899:—

It was particularly in its relation to agriculture that this question engaged the attention of the 5th meeting of the Agricultural Conference held in the Department of Revenue and Agriculture at Simla on the 6th October 1893. After considering the recommendations made by Dr. Voelker in paragraphs 527 and 528 of his report on the improvement of Indian Agriculture, the following Resolutions were passed:—

Resolution I.—That in considering the question of agricultural education and progress, the Conference desire to express the opinion that it is most desirable to extend primary education among the agricultural classes.

Resolution II.—That, as a general rule, instruction in agriculture should be combined with the existing course of education, and not depend exclusively on separate special institutions.

Resolution III.—That it is most desirable that the Universities should recognise the science of agriculture as an optional subject in the course for a degree.

Resolution IX.—That in the opinion of the Conference, education in the lower schools should be of such a practical character as to fit the pupils for technical pursuits including agricultural as well as for literary and commercial pursuits.

Resolution X.—That the text-books used in schools should be written in the simplest language ordinarily understood by the people, and should be descriptive of subjects with which they are familiar; also that the use of pictorial lesson charts illustrating familiar objects should be encouraged.

Resolution XI.—That the system of training in normal schools should be adapted to qualify school teachers to give instruction of the character indicated in Resolution VIII.

Resolution XII.—That in each Province a Committee, in which agricultural officers should be included, should be convened at an early date for the consideration of the questions raised in the preceding resolutions.

The Governor-General in Council after considering the recommendation of the Conference, and after correspondence with the Secretary of State, determined, before enunciating finally the principles of policy to be adopted, to give Local Governments the opportunity of fully examining the various subjects dealt with by the Conference, and with a view to affording them every facility in their investigation, deputed Sir Edward Buck to attend a series of Provincial Conferences and explain the various issues under discussion and the different methods proposed or adopted in other provinces. It was explained that the Government of India believed that "greater success was to be expected from making instruction in the rudiments of agriculture part and parcel of the primary system of instruction in the country than from teaching it as a subject apart from the general educational programme, and that such general enlightenment and intellectual expansion of the agricultural classes as would enable them to perceive for themselves

the small reforms which are within their means and opportunities would be more likely to produce substantial results than special instruction in particular agricultural processes." It followed therefore that the educational question which was given to each Province to answer was not merely how to adapt education to the training of agriculturists, but how the plan of instruction should be so fashioned as to promote in the pupils the power of assimilating easily any kind of technical instruction.

2. This phase of the question was discussed at the meeting of the Bengal Provincial Conference held on the 6th of January 1896, and it was suggested that the course of science in primary and middle schools should be reconsidered and so graduated as to include at different stages branches of the elements of agriculture, care being taken to exclude words or ideas of which the pupils could have no understanding. Effect was to be given to this resolution by arranging for the introduction of a compulsory course of Elementary Science, illustrated as far as practicable by object-lessons, and the Director of Public Instruction was asked to report how he proposed to give effect to these suggestions. This he did in August 1897, and in March 1898 a stimulus to the establishment of agricultural education was given by the opening of the agricultural classes at the Sibpur Engineering College. This was, however, only a scheme for a 'Higher Agricultural Education' and still left out of account the objects of the original scheme, the pupils of the vernacular schools; and in August 1898 the Lieutenant-Governor called for proposals of a wider nature aimed at

President.

Mr. A. Pedler.

Members.

Mr. E. B. Havell.
Rai Radhika Prasanna Mukerji Bahadur.
Dr. J. C. Bose.
Dr. P. C. Roy.
Mr. N. G. Mukherji.
Babu Barada Prasad Ghose.
" Rasamay Mitra.

a change in the system of vernacular education by the adoption of methods designed rather to develop the minds of the boys than to practise and strengthen their memories. After indicating the points for consideration, he referred the matter for careful discussion and report to a small Committee of educational

experts whose names are given in the margin.

3. The Committee submitted a careful and thorough report in April 1899. The full text of it was published in July 1899. The Committee came to the conclusion that the aims of the Government could only be fulfilled by the introduction of the methods originally put forward by Froebel and now known under the name of Kindergarten training. Under that system children are trained and not taught in the ordinary acceptation of the word. They are so trained as to do and learn things of themselves. They are encouraged to feel that each one possesses a certain amount of innate intelligence and initiative, the gradual development of which depends on the child himself and his personal activity. They are led to see that eyes, ears and hands all help in the acquiring of knowledge, and these are the channels through which under that system all first knowledge is acquired. Closely allied with the methods of Kindergarten teaching is the so-called object-lesson teaching; and it was the opinion of the

Committee that object-lessons must be insisted on if habits of observation are to be fostered, and that they should be made a means for mental exercise and not merely a method of imparting a miscellaneous or even valuable information. The Committee remarked that Kindergarten training may be an expensive and elaborate form of education, and that the "Gifts of Froebel," the appliances with which the system is ordinarily carried out in European schools, were beyond the means of Indian schools. They asserted, however, that a form of Kindergarten could be devised for India, which would be suitable to the circumstances and local conditions of the pupils, and which would yet entail little or no expenditure. They advised that the principles they recommended should be worked out on more or less new lines with the use of objects already to be found in almost every primary school. They proposed that the first years of a child's life, from about 5 to 7, should be devoted almost entirely to training the senses and powers of observation. Then should begin the strengthening and development of the memory and reasoning powers. They were of opinion that object-lessons should be a prominent part of the teaching of all classes up to and including the lower primary stage, and that the various subjects taught up to the upper primary stage should be treated as far as possible as object-lessons. Guided by these views, the Committee prepared a syllabus, which is given in detail in the annexed report. Briefly, it was proposed that free-hand drawing and drill should run through the whole course. Manual training for boys should begin in the A class of the lower primary, while needlework for girls should begin in class B of the lower primary. A simple reading course was arranged as follows:—For boys in town schools, some elementary notions of the simplest facts and principles of Botany, Natural History, Hygiene, Physical Science, and Chemistry; for boys in country schools, a similar course, only with Agriculture substituted for Physical Science and Chemistry; for girls in both town and country, a similar course of Botany, Natural History, and Domestic Economy only; the readers were to be written in the most simple and comprehensible language, and to be illustrated and explained as far as possible by means of object-lessons. In the Writing course the forms of simple documents which are commonly used by *raiyats* were to be introduced as exercises. Mensuration was to include a course of simple practical Geometry. In the two highest standards Euclid was introduced as an alternative, instead of, as at present, a compulsory subject. Under the head of Literature and Poetry, the subject of moral training was to be considered in the selection of pieces.

4. The Committee observed that there were three necessary preliminaries to the introduction of their scheme. First, the immediate introduction of instruction in the new methods into training schools, so as to enable them to turn out rapidly teachers qualified to take up school work under the new system. Second, the training of Inspecting Pandits, Sub-Inspectors, and Deputy Inspectors of Schools, who would have to be familiarised with the new methods. Third, the preparation of manuals for the teachers and text-books for the pupils. They considered that a period of two and-a-half years should be allowed to elapse, from the date of publication of the syllabus, for schools to adapt

themselves to the altered requirements, and they recommended that their new system should be introduced throughout the Province, and not by any partial or local method.

5. The changes recommended by this Committee were of the most vital importance to the interests of education in Bengal. The Lieutenant-Governor therefore published their report for general information and invited any who might desire to do so to submit criticisms on the proposals. The call was widely responded to. Numerous representations from public bodies were received by Government, and the newspapers commented at length on the Committee's scheme. The criticisms on the whole were not by any means unfavourable. Those that disparaged the scheme were very often based on a misconception of the proposals. Thus, for instance, it was distinctly laid down in the original syllabus that arithmetic was to be taught as at present, and that both European and Native systems were to be included. Much, however, of the adverse criticism was based on the supposition that instruction in zemindari and mahajani accounts was to be abolished.

Another mistaken conception on which some of the criticisms were based was that the proposed scheme was meant to give scientific and technical education of a character suited to the agricultural classes only. But the Committee expressly declared their intention to give into the hands of pupils lesson-books on subjects with which they have to do every day of their lives, instead of on matters altogether foreign to their experience, and thus to help in cultivating their faculties of observation and making their education more real than it is at present.

A third objection was based on the contention that the proposed scheme aimed at teaching too many subjects, whereas in effect the subjects intended to be taught are Reading, Writing, and Arithmetic as before, with drill and drawing added, the burden on students being sensibly reduced chiefly as regards the quantity of book work.

This proposed reduction has led very many of the critics to assume that the scheme will discourage the growth of the vernacular literature, and they insisted again and again on the importance of literature, on the value of it in helping the development of the emotions, and the neglect of it in the proposed scheme. Indeed, it was said that this neglect would affect the prospects of Bengali literature. The obvious reply to remarks of this nature is that a literature cannot be called into existence by the prospects of books being selected for primary examinations; nor can vernacular literary work of the highest merit be prescribed for elementary schools since the children would be unable to understand them.

6. The former Committee was reconstituted to consider these reviews and representations, and they altogether held 15 meetings since the 3rd of January 1900. The results arrived at by the Director of Public Instruction and the Committee with regard to the original proposals as viewed in the light of the criticisms given, will be found in the Director of Public Instruction's report No. 3126, dated 8th May 1900.

7. After considering the opinions which the public had expressed in answer to the invitation of Government on the scheme suggested,

the Committee, in their second report, intimated that in their opinion the original proposals might be modified in the following manner:—

- (1) A Literature book should be prescribed for the upper primary course.
- (2) The course in Grammar for the upper primary and middle vernacular standards should be extended.
- (3) The amount of History and Geography to be taught in the upper primary and middle vernacular standards should be increased, and separate books for Geography and History were recommended.
- (4) Bamboo-work and basket-weaving should be omitted from the manual-training course, and manual training should be made optional.
- (5) The Writing course should be extended up to the last (that is, the sixth) standard in the revised scheme, and it would be thus practicable to prescribe the writing of more vernacular documents and accounts than was originally contemplated.

They admitted the danger of accentuating the already existing tendency on the part of parents to send their children to high schools or other English schools at the very commencement of their school life, and recommended, in supplement of their original proposals, certain measures to check this tendency and to give that prominence to vernacular education which ought to obtain in the early training of Indian boys. They also recommended that a certain elasticity should be allowed at first in the manner of teaching the proposed course.

8. The Committee were not, however, disposed to modify the views they had expressed with regard to the principles on which the system of vernacular education should be based. They declined to abandon the principles of the Kindergarten system. It was, they said, now universally recognised as the best for infant education, and as teaching by object-lessons is only an extension of the same system, the whole scheme they had recommended for the vernacular school was really based on it.

As to whether the scheme should be tried tentatively or not in the first instance, the Committee were of the opinion, as before, that it should at the outset be brought into action throughout the whole Province.

9. The Committee in their first report had quoted the successful introduction of a somewhat similar scheme in the Central Provinces. It was admitted, however, that manual training had been lately and deliberately excluded from the course there, and the Lieutenant-Governor considered that the brief reference in the Committee's second report to the action of the Central Provinces Government in subsequently abandoning the Kindergarten system in rural schools was a most inadequate notice of a very important experience. It seemed to him that the Committee must justify their proposals by a much more

detailed statement and explanation of them, and he desired the Director to answer the following questions:—

- (1) How far the Committee's proposals varied from the system which was tried in the Central Provinces, and to a certain extent subsequently abandoned; what reasons there were for anticipating a different result for the proposed plan in Bengal and how far the proposals received support from any experience in other Provinces.
- (2) Whether the new system should be introduced simultaneously into (a) all primary and middle schools over the whole Province, or (b) into selected areas, or (c) into selected schools.
- (3) Whether the new syllabus should be introduced into the lower classes of high schools which correspond to the corresponding classes of middle and primary schools.

10. On the first question, the Director of Public Instruction has furnished an explanation in his letter No. 2223T., dated 17th October 1900, which forms an annexure to this Resolution. He has explained that in the Central Provinces the Kindergarten system has been given up only in rural schools, and in them mainly for two reasons: *first*, because it has been decided to have in country schools a half-a-day system, instead of the whole-day course, and, *second*, because the expense was found to be intolerable of the stereotyped and costly European "Froebel's Gifts." The fact that these gifts are quite foreign to an Indian child's experience and that the pupil ordinarily could not handle the gifts, and so actually engage in the object-lesson rendered success in this particular experiment in Kindergarten a great difficulty, and almost invited its failure. The Central Provinces system must be modified in the future if it is to become a success, and must be made to suit Indian pupils and Indian circumstances, and also be made of such a kind that its cost enables every pupil to take part in the exercise. It is open to very grave doubt, he said, whether the gifts of coloured worsted balls, wooden cubes, &c., which may and do appeal to European children, will appeal equally to Indian children, and hence when the Committee considered the question of the introduction of Kindergarten, they very rightly discarded Froebel's Gifts altogether; and while accepting Froebel's principles, they attempted to work out the application of his principles by the use of purely indigenous materials; and of such a kind that every child can provide its own gifts to illustrate the principles of teaching. Hence the withdrawal of the Kindergarten system from the rural schools in the Central Provinces cannot, in the Director's opinion, be taken to represent at all a failure of Kindergarten principles in Indian schools, but it really represents only the want of success of a particular (and for India, a mistaken) form of the application of the principles.

The system proposed by the Committee does not follow at all in the train of the Central Provinces system. They proposed, as the

Director explains, to depart entirely from the stereotyped European system, and to introduce simple exercises, which can be made with pieces of string paper, leaves, coloured cloths, and objects of every-day life, such as a piece of wood, a box, a stool or chair, a table or a school-desk, simple lessons about plants. No expensive "gifts" are to be given which children would find to be quite outside their ordinary lives and experiences; but objects found in every school-house and in every village are to be selected and used in the school, and the various faculties of observation, reasoning, descriptive powers, &c., are to be exercised and practised on these familiar objects. School work will therefore be really a developed part of their every-day life, while habits of accuracy and obedience will be inculcated by the process of stick-laying and simple physical exercises and action songs. In the great majority of the subjects in which instruction is to be given, everything which is treated of almost forms an integral part of every-day life in the town or country, as the case may be.

It is not expected that the teachers will, all at once, teach the new subjects well. It is almost certain they will teach them badly, but what is contended is that the teaching cannot be worse than the present entirely mechanical system of training the memory whereby all the other faculties are dulled at the expense of monotonous parrotlike exercises. It is urged that bad teaching with a good educational system will produce better results than bad teaching with a bad and unsound system. Hence the change is considered necessary, notwithstanding the grave difficulties which will have to be faced.

The lesson thus given by the Central Provinces is that the failure there was merely the failure of a particular form of practice, and that to be a success in this country the system must be made to suit Indian pupils and Indian circumstances, and of such a kind that its cost will enable every pupil to take part in the exercises. All of this the Director has shown can be effected without in any way changing the principles of the system. That such is the case will appear from the references given by the Director as to what is now being done with much success in Madras and Burma, where the practice followed is one suitable to Indian life and circumstances, more especially so in the case of Madras, the authorities of which Province have entirely discarded the uses of the European forms of Froebel's Gifts.

The Lieutenant-Governor is of opinion that the Director and his Committee have successfully established their case. He believes with him that the Kindergarten plan is the best and truest method of training and developing the intelligence of children, and experience elsewhere confirms the opinion that when the plan is adapted in its form to the circumstances and conditions of the country, it meets with perfect success. He accepts the recommendation of the Committee on this point in principle.

11. As regards the second point, of the three courses possible, the first is the one advocated by the Committee in its reports. It is, however, evident that there are very serious difficulties involved in this proposal. To introduce the system simultaneously throughout the Province, it would be necessary to attempt to specially train all the

primary and middle school-teachers in Bengal, numbering some 50,000 at the least, some of whom (*i.e.*, those who are in charge of good schools) are fairly intelligent and able, while others are of a very inferior type, such as the *gurus* who start the so-called season *pathsalas*. The task of training such an enormous number of teachers would be colossal, and it is feared that the difficulties which might arise in this matter would militate against the success of the scheme, and might give rise to doubts as to the soundness of the scheme itself.

In the case of the second plan, limiting the introduction of the scheme to a selected area, the difficulties to be met are of a precisely similar nature to those just described, though smaller in amount. The main difficulty in this case would be to teach the inferior type of *gurus* in their new work within the time which it has been proposed to introduce the scheme. Another difficulty would be that of selection of the areas for experiment, and a further slight difficulty might be found in cases where boys migrated from a school in a selected area to another in which the old course of instruction was still maintained.

In the case of the third course, the proposal would be to limit the compulsory introduction of the new scheme to those schools where boys are being actually sent up for competition for scholarships of the middle, upper primary, and lower primary stages, in which classes of schools the *gurus* are generally experienced and trained men, and to leave the *gurus* in schools of a lower type, such as season *pathsalas*, either to continue to teach as now the old system of instruction, or to attempt the new, should they wish to do so, or feel they were competent to undertake it. The number of primary schools, upper and lower, is 47,714; of these, not more than 16,444, exactly one-third of the whole, compete for scholarships.

The Lieutenant-Governor has no doubt that the last is the soundest course. In recently recommending the introduction of reforms of a very similar character into Ireland, the Irish Commissioners were unanimous in considering that the proposed changes "ought to be introduced, not all at once, but gradually and tentatively," beginning with the larger centres. And they based their conclusion on the fact that time would be required to organize the training of teachers, of whom those selected for initial instruction would be aided at the outset by the counsel and instruction of expert instructors. The Lieutenant-Governor is of opinion that these considerations have equal, if not greater, weight in Bengal. It may be hoped that the inducement held out under this third course to the most competent of the *gurus* to adopt the new system will succeed in providing the best schools with masters willing to learn and more or less able to become themselves efficient teachers under the guidance and instructions of experts. And progress will be facilitated not only by the initial restriction of the numbers to be trained, but also by the circumstance that those who will come under first instruction will be the best of their class. The Director has now finally arrived at the same conclusion, and the Lieutenant-Governor accepting, as he has, the principle of the proposal, decides that they shall be carried out by this method. The scholarship examinations

for the middle, and upper and lower primary schools will accordingly be held in the year 1904 and onwards in accordance with the new courses only, the present scholarship courses being abolished from that date. Also in schools sending up candidates to the upper primary and lower primary examinations from that date, examinations corresponding in standard to the present A and B standard examinations will be held in the new course. On the other hand, in all lower primary schools which do not choose to send up pupils in competition for the lower primary scholarships, examinations in the *present* A and B standards will continue to be held. In schools which send up candidates in 1904 and onwards to the middle vernacular, primary or lower primary scholarship examinations, two examinations will be held for rewards in the standards set forth in the Committee's report in "third year of infant class" and "standard I" in exactly the same way as examinations in the standards B and A which are held at the present time.

12. With reference to the third point, it appears that till within the last few years the lower classes of high English schools were conducted on a vernacular basis, and are now conducted on what is called the English basis. This means that even in the lowest classes of such schools English is almost exclusively used as the medium of instruction for the subjects that are taught in them. In plainer words a child is taught the rudiments of geography and history through English sentences and English explanations before he has mastered English sentences for himself. It is not surprising that this system has been found to be perfectly disastrous to the sound instruction of the pupils in the English which their parents want them to acquire. The excuse for it lay in the belief that a child could not begin English too young, if he was to be proficient in the language, and that it is a waste of time to teach him rudiments in his vernacular and the higher stage in English. The experience of even a few years has shown this belief to be entirely false. The child gets his instruction from a master of the lowest class; his instruction is a matter of rote and not of intelligence; and his English is of a type from which it never recovers. This most pernicious plan was begun in private schools; it has extended to the Government high schools and aided schools, apparently from the fear that they would lose pupils if they did not follow suit. No proper investigation of the merits of the two systems appears to have preceded the change of basis, and certainly no formal sanction from the Government has ever been given to the system of teaching children in a foreign language from practically the earliest stages of their instruction. The teaching in the lowest classes of high schools through the medium of English was formally considered and formally condemned at a conference of the Inspectors of Schools which sat early this year, and by which a return to the former vernacular basis of instruction in the lower classes of such schools was advocated. In Sir John Woodburn's opinion the conference were altogether in the right. He has himself been greatly struck in visits to these schools by the frequent inability of the scholars to explain in their own language the meaning of what they read. A system which debars young students from an early

training in their own vernacular cannot but be wrong. Where instruction is given from the very commencement of a child's attendance at school in a foreign language, the result could only be what it has proved to be—that the pupil learns merely by rote without in most cases obtaining any intelligent grasp of the meaning of what he is being taught; and if education is to be on a sound basis, we must revert without delay to the system from which we have so rapidly and almost unconsciously departed. In all Government high schools the medium of instruction in the lowest classes will hereafter be in the vernacular, and this will be a condition of aid to the aided schools. Over private schools the Government has no control, but the Lieutenant-Governor hopes that they will, in loyalty to their own vernacular, follow the example that has been set to them, and as an encouragement to that end, he directs that students in the lower classes of high and middle schools corresponding in educational standard to similar classes in middle and primary schools shall be allowed to compete for middle and upper primary scholarships on the same terms as students in middle and upper primary schools. There is at present no examination for such scholarships in the lower classes of those schools, and he hopes that this new privilege will form an effective incentive to the adoption of a system which appeals alike to experience and patriotism. The substitution of vernacular for English text-books in the first three lowest classes is probably the first step necessary to the reversion to the old system.

13. Having decided what should be done, the next and far more difficult step is to settle the manner in which effect is to be given to these conclusions. Obviously, the very first matter to be taken in hand is the preparation of manuals for the guidance and use of the teachers in the new system and of readers for the children; the second is the training of the teachers. Details as to the methods to be followed with reference to the preparation and supply of the requisite primers and Teacher's Manuals will be published presently, but it is to be clearly understood that one of the essential principles to be followed is that the objects required to illustrate the course of instruction must be such as can be obtained locally and at practically a nominal cost. The Lieutenant-Governor is compelled to anticipate that the compilation of these manuals and primers with the care and clearness that it is necessary will occupy the better part of a year. In the meantime, the Kurseong Training School (which will commence work in February and for which a Principal of special experience has already arrived from England) will be utilized in the careful instruction in the system of the masters of the nine other training schools of the Province.

As soon as the teachers' manuals have been prepared, a copy will in the first place be supplied to each member of the inspecting staff (Inspectors, Deputy Inspectors, Sub-Inspectors, Inspecting Pandits, and Circle Pandits), as well as to every vernacular teacher, of the manual relating to the class or classes of schools in which he is interested.

A conference will then be held by each Inspector of Schools of all Deputy Inspectors in his circle with the view of discussing the new

subjects and methods of instruction, and of dealing with any difficulties which they may have found in the syllabus or in the teachers' manuals.

As soon as the new courses have been started in the training schools at the head-quarters of each Inspector's circle, the Deputy and Sub-Inspectors of the circle will be required to attend at the schools for a period of a month or six weeks to be instructed in the working of the new system.

When each Deputy Inspector or Sub-Inspector of Schools has completed his course of instruction at the training school, he will be required in all his future tours to call together at different centres, whether at thanas or at other convenient places in his subdivision, the Inspecting Pandits and the masters of such middle and primary schools of his beat as have sent up pupils for scholarships, in order to instruct them in the methods of teaching the new courses, and at the same time to explain carefully the character and design of the teachers' manuals.

The Deputy or Sub-Inspector will also, whenever he may visit any of the schools in which the new course has been or is to be adopted, be expected to explain and demonstrate practically to the masters or *gurus* the nature of the new subjects to be taught, and the proper method of teaching them. The recurrence at intervals of six or eight weeks of the Sub-Inspectors' rounds will enable these officers to repeat and amplify their instructions, to ascertain and correct any mistakes or misapprehensions which may have occurred, and to inform themselves generally of the progress which each teacher may have made in dealing with the new system and of his capacity for further improvement. Each Sub-Inspector will have, on the average, 65 schools on the new system under his supervision.

It will also be desirable that the Deputy Inspector of each district should, from time to time, summon all Sub-Inspectors and Inspecting Pandits under his charge to some convenient centre, where there is a good school, which would be utilized as what might be termed a practising school for the demonstration of methods of instruction in a practical manner. Conferences thus convened might last for two or three weeks.

The Lieutenant-Governor is conscious that the scheme for the training of teachers is imperfect, but it will at least serve as a useful foundation for further developments in the required direction.

14. Sir John Woodburn has so far not made any allusion to the important matter of technical instruction. He wishes it to be distinctly understood that the primary object of giving a more practical turn to the general system of early education is not that of preparing boys for learning any particular trade or profession. The first aim of these reforms is here, as it has been in Europe and now under similar circumstances in Great Britain, to train and improve the intelligence of the young, whatever may be the future occupation of their life. The Irish Commissioners state that in their investigations on the Continent they "enquired particularly whether the literary side of school studies had suffered any loss by the change," and received a uniform assurance in every country "that no such loss had been observed, but

that in some cases literary studies had been positively improved by the introduction of the new system—a result accounted for partly by the increased intelligence of the children, partly by the constant change and variety of their occupation, and partly by their increased interest in their work.” It is true that the reformed methods will have the effect of giving to those boys who intend either to follow practical professions, such as those of Medicine and Engineering, or to take up as the occupation of their life any of the various trades and handicrafts of the country, a far better preparation than the narrower system hitherto in force. So far this is an immense gain. For, as the Irish Commissioners pointed out, ‘the present system of primary education is so one-sided in its character that it leaves the pupils quite unprepared for technical education.’ But, to quote their concluding words, “the system of education modified as we propose” (and it may be noted that these proposals coincide in principle entirely with those embodied in the present scheme) “would give an all-round training to the faculties of the children, and would thus lay a solid foundation for any system of higher education, literary, scientific or technical, which might afterwards be found suitable to their talents and circumstances.” The width of the Commission’s enquiries gives a special weight to their findings, and the Lieutenant-Governor believes that the results of the system will not be different in Bengal from those which have followed it elsewhere.

APPENDIX A.

A COMPARISON OF THE OLD AND THE NEW COURSES.

LOWER PRIMARY EXAMINATION.

<i>Existing Course.</i>	<i>Proposed Course.</i>
1. One literature book, including a lesson in Geography. Hand-writing. Reading text-book. Reading manuscript. } (84 pages). 2. (a) Arithmetic—(100 pages). (b) Mental Arithmetic (European and Native). 3. Subhankari (50 pages). 4. Hygiene (40 pages).	1. Science Primer, Standards I and II. Hand-writing. Reading. } (69 pages). 2. Arithmetic, European and native, Mental Arithmetic (100 pages). 3. Drawing. 4. School drill. 5. Object-lessons on the sky and air and the subjects in Science (10 pages). 6. Manual work (optional).
Total course of reading ... 274 pages.	Total course of reading ... 179 pages.

UPPER PRIMARY EXAMINATION.

1. Bengali language and Grammar (230 pages). 2. (a) History of Bengal (100 pages). (b) Geography of the four quarters (50 pages). (c) Geography of Bengal (25 pages). 3. European Arithmetic and Native Arithmetic (100 pages). 4. Euclid, Book I, 26 propositions, and Mensuration (50 pages). 5. (a) Elements of Physical Science (60 pages) or Agriculture (200 pages). (b) Sanitation for boys (200 pages); Domestic Economy for girls (100 pages).	1. A literature book including— (a) Prose (40 pages). (b) Poetry (20 pages). (c) Grammar (10 pages). 2. Historical Reader (Bengal) (60 pages). 3. Geographical Reader (40 pages). 4. European and Native Arithmetic and mental Arithmetic (100 pages). 5. Practical Geometry and mensuration (40 pages). 6. Science Primer, Standards III and IV (160 pages). 7. Frechand drawing. 8. Drill. 9. Object-lessons on the action of water in nature and the subjects in science (20 pages). 10. Manual work (optional).
Total Course of reading { Boys { 815 or Girls { 955 605	Total course of reading ... 490 pages.

MIDDLE VERNAOCULAR EXAMINATION.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Vernacular language—
 (a) Two text-books (163 pages).
 (b) Grammar (100 pages).
 (c) Composition (100 pages). 2. European Arithmetic and Subhankar's rules (100 pages). 3. History of India (300 pages). 4. Geography—
 (a) General, with special knowledge of Bengal and India (150 pages).
 (b) Physical (55 pages). 5. Euclid, Book I, including Mensuration (86 pages). 6. Science—
 (a) Physics (100 pages).
 (b) Hygiene (140 pages). | <ol style="list-style-type: none"> 1. A literature book including—
 (a) Prose (100 pages).
 (b) Poetry (50 pages).
 (c) Grammar and composition (50 pages). 2. Arithmetic, European and native, as at present (100 pages). 3. Historical Reader (India) (120 pages). 4. Geographical Reader (chiefly British Empire), including Physical Geography (60 pages). 5. Euclid, Book 1, (80 pages) or Practical Geometry and Mensuration (50 pages). 6. Science Reader, Standards V and VI (132 pages). 7. Freehand Drawing. 8. Drill 9. Manual work (optional). 10. English (optional) (120 pages). |
|---|--|

Total course of
 reading ... 1,294 pages.

Total course of { 692
 or 662 } pages.

APPEN

SHORT TABU

SUBJECT.	AGE 5.	AGE 6.	AGE 7.	AGE 8.	AGE 9.	
	First year, Infant Class.	Second year, Infant Class.	Third year, Infant Class.	Standard I.	Standard II (Lower Primary Class).	
1	2	3	4	5	6	
Reading	[Kindergarten to take the place of reading, &c.]		Alphabet and spelling book.			
Writing	Numerals up to 10 (Kinder- garten).	Alphabet; writ- ing of <i>shatika</i> , <i>kara</i> and <i>ganda</i> .	Words from dic- tation; nota- tion up to 10,000; writing <i>uri pán</i> , <i>ohok</i> , <i>katha</i> , <i>bigha</i> , <i>ser</i> and <i>mán</i> .	Writing from dictation; writ- ing of letters to senior rela- tives.	Forms of <i>pot- tah</i> ; <i>kabuli- yats</i> and rent- receipts.	
Arithmetic	Idea of num- bers [Kin- dergarten].	Simple addition, subtraction and multipli- cation (multi- plication table up to 10 × 10).	Addition, sub- traction, multi- plication, <i>saiya</i> , <i>deriya</i> , <i>ariya</i> .	First four simple rules; country- tables, <i>man- kasa</i> , <i>serkasa</i> , <i>sonakasa</i> , and <i>marmahina</i> .	Compound rules, bazar accounts, <i>bighakali</i> , <i>ka- thakali</i> , <i>jama- bandi</i> .	
Drawing	Lines	Rectilineal figures: tracing outlines of that object.	Simple free- hand drawing; tracing.	Free-hand draw- ing on slate (1st half of 1st School of Art Book).	Free-hand draw- ing on slate (2nd half of 1st School of Art Book).	
Drill	Simple action songs.		Elementary drill and gymnas- tics or callis- thenics.			
Needle-work for girls only, except in mixed schools, where girls may take up manual work.	Nil	Nil	Hemming ...	Top-sewing or seaming.	Running and felling and back-stitching.	
Optional. {	Manual Train- ing.	Kidergarten occupation.		Seed-placing and stick-laying.	Leaf manipula- tion and paper- folding.	Leaf manipula- tion and paper- cutting.
	English ...	Nil	Nil	Nil	Nil	Nil

* The publication of these drawing books has since

Vernacular Education.

DIX B.

LAR SYLLABUS.

AGE 10.	AGE 11.	AGE 12.	AGE 13.	REMARKS.
Standard III.	Standard IV (Upper Primary Class).	Standard V.	Standard VI (Middle Vernacular Class).	
7	8	9	10	
<p>Science Readers. Poetry.</p>				<p>The infant stage may be reduced from three to two years in the case of intelligent pupils showing satisfactory progress. In Standards II, IV and VI the subjects of Standards I, III and V, respectively, are to be revised.</p> <p>Kindergarten methods should be adopted in training children in the infant classes in all the subjects, e.g., with the help of seed, sticks, &c. No expense need be incurred in adopting such methods. The reading lessons are to be on the science of every-day life for all the standards. The poetical and historical lessons are meant to inculcate moral teaching.</p>
<p>Literature Book. History and Geography.</p>				
<p>Grammar and Composition.</p>				
Letters to different persons in proper form.	<i>Chitha</i> , simple bonds and <i>jama-kharac</i> 's.	<i>Khatian</i> , <i>Jamahandi</i> , <i>mahajan</i> , <i>khassra</i> and <i>rokar</i> ; <i>chalan</i> .	Mortgage deeds and deeds of sale.	
G. O. M.; L. C. M.; <i>batsarmahina</i> , <i>hathkali</i> , <i>footkali</i> , <i>mahajani</i> accounts.	Simple proportion; vulgar and decimal fractions; problems.	Up to interest and square root; calculation of prices and wages, &c., on the native method.	Arithmetic, the whole; checking of accounts between landlord and tenant and creditor and debtor.	
Free-hand drawing (1st half of 2nd School of Art Book).	Free-hand drawing (2nd half of 2nd School of Art Book).	Free-hand drawing (3rd School of Art Book).	Free-hand drawing (3rd and 4th School of Art Books).	
<p>Drill and gymnastics or calisthenics.</p>				
Cross-stitching and making a <i>kurta</i> .	Cutting out a <i>kurta</i> ; sewing on buttons and strings; making button-holes; marking.	Gathering and sewing on a band; darning and herring-boning.	Cutting out and making a <i>pyran</i> ; feather stitching, and ornamental marking.	
Bead-threading and string-weaving.	Clay-modelling ...	Clay-modelling ...	Clay-modelling ...	
Nil	English primer; word-book.	English reader; advanced word-book; simple composition and translation.	Middle English course; elementary English grammar, composition and translation.	
				<p><i>Vide</i> subsequent Government order embodied in Director of Public Instruction's Circular No. 34 of 1903.</p>

been undertaken by Messrs. McMillan & Co.

APPENDIX

DETAILED TABLE

SUBJECT.	AGE 5.	AGE 6.	AGE 7.	AGE 8.
	First year of infant class.	Second year of infant class.	Third year of infant class. "B" class of Lower Primary School.	Standard I = A Class. Lower Primary School.
1	2	3	4	5
I.—Drawing (Hand- and eye-training).	Straight, crooked, curved lines; squares; oblongs; circles.	Drawing of triangles, quadrilaterals, pentagon, etc. Tracing outlines of flat objects.	Very simple free-hand drawing, tracing of flat objects and reproduction of outline, &c.	Free-hand drawing from copies on slates; first half of 1st School of Art Book.*
II.—Kindergarten ...	Lessons through eye, hand, taste. Kindergarten occupations.	Lessons through eye, hand, taste, ear, smell; lessons on measurement. Kindergarten occupations.	Further lessons through the senses, measurements, weight; lessons about the notion of time. Kindergarten occupations.	Nil
I.—Object-lessons...	About school furniture, plants, human body, differences of animals.	About common objects and plants, parts of body, a cat, etc.	On birds, the cow; on common metals and simple articles made from metals; on plants yielding fibre, etc.; on domestic vessels; on parts of the human body.	The sky; the subjects in science, etc., are to be treated as object-lessons.
IV.—Manual training optional for boys only, or for boys and girls in mixed schools.	Nil	Nil	Seed-placing and stick-laying.	Leaf manipulation and paper-folding.
IVa.—Needle-work (for girls only, except in mixed schools where girls may take up manual work).	Nil	Nil	Hemming	Top-sewing or seaming.
V.—Drill (for boys only).	Simple action songs.	Simple action songs.	Elementary drill and gymnastics.	Drill and gymnastics
Va.—Drill (for girls only).	Ditto ...	Ditto ...	Elementary drill and callisthenics.	Drill and callisthenics
VI.—Writing ...	Commence writing numerals.	Writing of letters of the alphabet and simple words; writing of <i>satika, kara</i> and <i>ganda</i> .	Writing short words, &c., from dictation; writing sums; writing of <i>bert, pan, chok, katha, bigha, ser</i> and <i>man</i> .	Writing more complex words and sentences, and letters to senior relatives.
VII.—Arithmetic ...	Idea of number from object-lessons and Kindergarten.	Simple examples of addition, subtraction, simple multiplication tables; notation up to 100.	Examples of addition, subtraction, multiplication, mental arithmetic; notation up to 10,000. <i>saiya, deriya</i> and <i>araiya</i> .	Four simple rules; mental arithmetic; notation, the whole; country-tables, <i>man-kasa, serkasa, sonakasa, masmanina</i> .
VIII.—Reading ...	Nil	Learning letters	Reading simple printed and written language.	Standard I, Science Primer.
Science Primer includes the following subjects:—				
Botany ..	Nil	Nil	Nil	Simple facts about a seedling and a full-grown plant.

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C.

CLAR SYLLABUS.

AGE 9.	AGE 10.	AGE 11.	AGE 12.	AGE 13.
Standard II = Lower Primary Class.	Standard III.	Standard IV = Upper Primary Class.	Standard V.	Standard VI = Middle Vernacular Class.
6	7	8	9	10
Free-hand drawing from copies on slates; second half of 1st School of Art Book.* Nil	Free-hand drawing Nil	Free-hand drawing ... Nil	Free-hand drawing ... Nil	Free-hand drawing. Nil.
The air, etc.; the subjects in science, etc., are to be treated as object-lessons.	Water; the subjects in science, etc., are to be treated as object-lessons.	The action of water in nature; the subjects in science, etc., are to be treated as object-lessons.	Nil	Nil.
Leaf manipulation and paper-cutting.	Bead-threading and string-weaving.	Clay-modelling ...	Clay-modelling ...	Clay-modelling.
Running and felling and back-stitching.	Cross-stitch and making a <i>kurta</i> .	Cutting out a <i>kurta</i> , sewing on buttons and string; making button-holes; marking.	Gathering and sewing on a band; darning and herring-boning.	Cutting out and making a <i>piran</i> ; feather stitching and ornamental marking.
Drill and gymnastics.	Drill and gymnastics.	Drill and gymnastics	Drill and gymnastics	Drill and gymnastics.
Drill and calisthenics.	Drill and calisthenics.	Drill and calisthenics	Drill and calisthenics	Drill and calisthenics.
Writing complex words and sentences, and forms of <i>pottah</i> , <i>kabuliyat</i> and rent-receipts.	Writing letters to different persons in proper forms.	Writing of <i>chitha</i> , simple bond, and <i>jama-kharach</i> .	Writing of <i>khatian</i> , <i>jama-bandi</i> , <i>mahajani khasra</i> and <i>rokar chalana</i> .	Mortgage deeds and deeds of sale.
Simple and compound rules; reductions; mental arithmetic; bazar accounts, <i>bigha-kali</i> , <i>kathakali</i> and <i>jama-bandi</i> . Standard II, Science Primer.	G. O. M.; L. C. M.; mental arithmetic; <i>batsar-mahina</i> , <i>haikali</i> , <i>footkali</i> , <i>mahajani</i> . Standard III, Science Primer.	Simple proportion; vulgar and decimal fractions; problems. Standard IV, Science Primer.	Interest; square root; problems, calculations of prices; wages, &c., on native method. Standard V, Science Reader.	The whole; checking of accounts between landlord and tenant and creditor and debtor. Standard VI, Science Reader.
Lessons on the roots of plants.	Lessons on stems	Lessons on leaves and flowers.	Life-history of plants	Life-history of plants continued.

SUBJECT.	AGE 5.	AGE 6.	AGE 7.	AGE 8.
	First year of infant class.	Second year of infant class.	Third year of infant class. "B" class of Lower Primary School.	Standard I=A Class. Lower Primary School.
1	2	3	4	5
Science Primer includes the following subjects— <i>cond.</i> Natural History ...	Nil	Nil	Nil	Habits and description of domestic animals—cow, cat, and dog.
A.—Agriculture (for country schools for boys only). or	Nil	Nil	Nil	^A Necessaries of life. Varieties of crops.
B { Physical Science (for town schools, for boys only). Chemistry (for town schools, for boys only).	Nil Nil	Nil Nil	Nil Nil	^B Simple facts about general properties of matter. ^B Solubility
Hygiene for boys ... or Domestic Economy for girls.	Nil Nil	Nil Nil	Nil Nil	Food; drink; air; light. Bathing; dress; the kitchen.
IX.—Poetry or memorising short poems.*	Nil	Short pieces to be committed to memory.	Short pieces to be committed to memory.	Short pieces about duties of children to be committed to memory.
X.—History	Nil	Nil	Nil	Nil
XI.—Geography ...	Nil	Nil	Nil	Nil
XII.—Mensuration for boys only.	Nil	Nil	Nil	Nil
XIII.—Literature, book, including Grammar and Composition.	Nil	Nil	Nil	Nil
XIV.—English, including Grammar and Composition.	Nil	Nil	Nil	Nil

Vernacular Education.

C--concluded.

AGE 9.	AGE 10.	AGE 11.	AGE 12.	AGE 13.
Standard II= Lower Primary Class.	Standard III.	Standard IV = Upper Primary Class.	Standard V.	Standard VI= Middle Vernacular Class.
6	7	8	9	10
Further lessons about the cat family. A Lesson on rice and oilseeds. B Further discussion on properties of matter. B Further experiments as to soluble and insoluble substances. Cleanliness and dress; exercise and rest; epidemics. Cooking; bedroom. Pieces to be committed to memory. Nil Nil Nil Nil Nil	Difference between vertebrate and invertebrate animals; more about the dog. A Why crops fail; drought; irrigation. B Pressure exerted by liquids; floating bodies; pressure of atmosphere; syringe. B. Chemistry of a candle, first half. Air; water; food; sunlight. How to keep rooms clean; furnishing room; the kitchen; sunlight. First part of Historical Reader (Bengal). Map of school-room, house and compound; map of village; first part of Geographical Reader. Taught as practical Geometry. Literature book, including prose, poetry and 10 pages of grammatical lessons (for Standard IV only). Nil†	Cow and horse compared. A Food and fodder-yielding trees; pests; oil-cakes. B Heat and its effects—conduction; convection; radiation; boiling. B Chemistry of a candle, second half. More advanced course; ordinary accidents. Cooking; meals; bedroom; ordinary accidents. Included in Literature book. Second part of Historical Reader (Bengal). Map of district in which school is situated; maps of Bengal, India and World, with a special reference to British Possessions; second part of Geographical Reader. Elementary practical Geometry, including simple practical Mensuration. English Primer and Word-book.	Dentition of animals A Work in school garden; collection of specimens; also lessons on fertility; pulse crops; sugarcane and salt-petre; foot-and-mouth disease. B Light—reflection; refraction. A General and chemical properties of well-known metals. Food; drink; air; dwelling-houses. Personal hygiene; treatment of common ailments, burns, scalds, wounds and bruises. First part of a more advanced reader on Indian History. First half of a more advanced reader. Practical plane Geometry, including Mensuration or First 25 propositions of the First Book of Euclid. Literature book, including prose, poetry, and lessons on grammar and composition. English Reader; advanced Word-book; simple composition and translation.	Development and metamorphosis of an insect; members of the monkey family; snakes. A Work in school garden; collections of specimens; also lessons on rotation of crops; feed and keep of cattle; use of excreta and bones; segregation of cattle during epidemics. B Electricity and magnetism. B Elements and compounds—carbon and sulphur. Village conservancy; cleanliness; dress, exercise and rest; epidemics; accidents. Infectious diseases; infection; sick-room; cooking of sick diet. Second part of a more advanced Reader on Indian History, including a chapter on the British Administration in India. Second half of a more advanced reader. Practical plane Geometry, including Mensuration or First Book of Euclid. Middle English course; elementary English Grammar; composition and translation.

Physical Science and Chemistry), Euclid and Mensuration. Manual work may be substituted by girls for of children should be included.
No. 2389, dated 31st July 1902, page 224, foot note.

APPENDIX

TABLE SHOWING APPROXIMATELY THE NUMBER OF PAGES OF LESSONS

NOTE.—The numbers of pages included within brackets, referring to

[The Text-books prescribed are—The Junior Teacher's Manual (not more than 1 page), the Alphabet and Spelling Book (not more than 1 page), Reader (3 annas), Upper Primary Science Primer (4 annas), Upper Primary Middle Vernacular Science Primer (7 annas), Middle Vernacular Literature (4 annas each), Euclid, First Book (2 annas), and Arithmetic Book in two parts (4 annas each), Primary and Middle Vernacular Standards, prices 4 and 8 annas, need not be purchased by pupils. They should be supplied to schools.]

SUBJECT.	APPROXIMATE			
	1st year, Infant class.	2nd year, Infant class.	3rd year, Infant class.	Standard I.
1	2	3	4	5
I.—Drawing (hand- and eye-training).	Nil *	Nil *	Nil * ...	1 page and Drawing Book, No. 1 (1st half).
II.—Kindergarten ...	Nil*	Nil*	Nil* ...	.....
III.—Object-lessons ..	Nil*	Nil	Nil* ...	5 pages* ...
IV.—Manual Training (for boys optional).	...	...	.....	[2 pages*] ...
IVa.—Needle-work (for girls only).	...	...	Nil ...	Nil ...
V.—Drill and Gymnastics (for boys only) or	Nil†	Nil†	Nil† ...	Nil† ...
Va.—Drill and Calisthenics (for girls only).	Nil†	Nil†	Nil† ...	Nil† ...
VI.—Writing ...	Nil*	Nil*	Nil* ...	Nil* ...
VII.—Arithmetic ...	Nil*	Nil*	Nil* ...	40 pages ...
VIII.—Science Primer, including—	...	Nil*	Alphabet and Spelling Book, 25 pages.	
Botany	5 pages* ...

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D.

ALLOTTED TO EACH STANDARD AND THE PRICES OF THE BOOK.

alternative or optional subjects, have not been counted in the totals.

than 8 annas), the Senior Teacher's Manual (not more than 10 annas), the anna), Indian Drawing Book, 4 parts (3 annas each), Lower Primary Literature Book and Historical and Geographical Readers (3 annas each, Book (6 annas), Middle Vernacular Historical and Geographical Readers parts, the first for Lower Primary Standard and the second part for Upper spectively. The Teachers' Manuals, the Drill Book and the Drawing Books

NUMBER OF PAGES ALLOTTED.

Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
6	7	8 *	9	10
1 page and Drawing Book, No. 1 (2nd half).	Drawing Book, No. 2 (1st half).	Drawing Book, No. 2 (2nd half).	Drawing Book, No. 3.	Drawing Book No. 4.
...
5 pages*	10 pages† ...	10 pages† ...	.....	.....
[1 page*]	[4 pages†]	[3 pages†] ...	[3 pages†] ...	[5 pages†]
Nil ...	Nil ...	Nil ..	Nil * ...	Nil.
Nil† ...	Nil† ...	Nil† ...	Nil† ...	Nil.†
Nil† ...	Nil† ...	Nil† ...	Nil† ...	Nil.†
Nil* ...	Nil† ...	Nil† ...	Nil† ...	Nil.†
60 pages	50 pages ...	50 pages ...	50 pages ...	50 pages.
5 pages*	8 pages† ...	8 pages† ...	12 pages ...	12 pages.

SUBJECT.	APPROXIMATE			
	1st year, Infant class.	2nd year, Infant class.	3rd year, Infant class.	Standard I.
1	2	3	4	5
VIII.—Science Primer, including— <i>concl'd.</i>				
Natural History ...	...	...	.....	10 pages ...
Agriculture (for country schools for boys only)	...	...	.....	10 pages* ...
or				
Physical Science (for town schools for boys only).	...	...	.....	[5 pages*] ...
and				
Chemistry (for town schools for boys only).	...	...	.....	[4 pages*] ...
Hygiene (for boys only)	...	...	.....	8 pages* ...
or				
Domestic Economy (for girls only).	...	...	.....	[8 pages*] ..
IX.—Poetry (included in readers up to Standard II and in Literature Books in Standards III—VI).	...	Nil*	2 pages, included in the Alphabet Book.]	2 pages* ...
X.—History.	...	...	.....	.....
XI.—Geography ...	..	...	.....	.....
XII.—Mensuration (for boys only)—				
[Number of pages of directions to be included in the Science Primers.]	...	...	.....	.....
XIII.—Literature Book, (including Grammar and Composition).	...	...	.....	.....
XIV.—English (including Elements of Grammar and Composition).	..	...	... ..	.....
Total number of pages ...	Nil	Nil	25 pages ...	80 pages ...

* The Junior Teacher's Manual (a book of about 200 pages) will give directions how the subjects

† The Drill Book (about 75 pages) should

D—concluded.

NUMBER OF PAGES ALLOTTED.

Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
6	7	8	9	10
10 pages* 8 pages*	10 pages‡ 16 pages‡ ...	10 pages‡ ... 16 pages‡ ...	12 pages ... 20 pages ...	12 pages. 24 pages.
[5 pages*]	[10 pages‡]	[10 pages‡]	[10 pages] ...	[10 pages.]
[4 pages*]	[6 pages‡]	[6 pages‡] ...	[6 pages] ...	[6 pages].
8 pages*	16 pages‡ ...	16 pages‡ ...	20 pages ...	20 pages.
8 pages*]	[16 pages‡]	[16 pages‡] ...	[20 pages] ...	[20 pages].
3 pages*	10 pages ...	10 pages ...	25 pages ...	25 pages.
...	30 pages ...	30 pages ...	30 pages ...	60 pages.
...	20 pages ...	20 pages ...	30 pages ...	30 pages.
...	20 pages ...	20 pages ...	25 pages [or 40 pages of Euclid].	25 pages [or 40 pages more of Euclid.]
...	20 pages ...	30 pages ...	50 pages (ex- clusive of 25 pages of poe- try).	50 pages (ex- clusive of 25 pages of poe- try).
...	.....	[40 pages] ...	[60 pages].	[60 pages].
100 pages + 80 pages (revision).	210 pages ...	220 pages + 210 pages (revision).	304 pages ...	308 pages + 304 pages (re- vision).

marked (*) are to be taught. It should be in the hands of teachers of Lower Primary standard, also be in the hands of the teacher only.

(‡) are to be taught. It will also give directions regarding school management (including keeping of

APPENDIX E.

THE DETAILED SYLLABUS.*

NOTE.—It is of the utmost importance that all objects which are to be used to illustrate the courses of instruction in vernacular schools should be selected from materials or things that are commonly found in every school, or which can be obtained in every village without difficulty and without cost. This rule applies to objects which are to be used for the training of the senses in the infant classes and for object-lessons, etc., and also, as far as possible, to those to be used in the teaching of the science of every-day life.

INFANT CLASS.

THE following “Kindergarten” and “Object-lesson” subjects shall be prescribed for the first stage of instruction before the children are allowed to begin to learn their letters or to learn to read, etc. :—

FIRST PERIOD OF INFANT CLASS—ONE YEAR’S COURSE.

[Age about 5 years.]

A.—Kindergarten and object-lessons for training children by observation or impressions obtained through the senses—

1. Through the eye—

(a) Lessons on form—

Curved lines.

Lines, straight and crooked.

Ball-shaped bodies.

(b) Lessons on colour—

Black and white substances.

Yellow and red ditto.

Blue and green ditto.

2. Through the hand—

Things, hard and soft.

„ rough and smooth.

„ heavy and light.

„ brittle and tough.

3. Through the sense of taste—

Things, sweet and sour.

„ pungent or hot, sour, saltish, and bitter.

B.—Object-lessons on things of every-day life, such as a flat board or a piece of wood, a box, a stool or chair, a table or school desk ; also very simple object-lessons about plants, growing and flowering, indicating the root, the stem, the leaves, the flowers, etc., and their simple uses, and showing that a plant must be watered for it to continue to live.

* The syllabus for the Infant Class and Standards I and II have been revised (see pages 236—257)

Very simple lessons about the human body—

Parts of the body—the head, arms, legs, hands and feet.

What the body is made of (bones and flesh).

C.—Training of hand and eye—

Drawing of curved, straight and crooked lines.

Drawing of squares and oblongs, circles and figures like circles bounded by curved lines.

D.—Very simple lessons as to different kinds of animals—

Some animals walk only.

Ditto have two, four and more legs.

Ditto crawl.

Ditto fly.

Ditto swim.

Ditto walk and fly.

Ditto walk and swim.

Necessity of kindness to domestic animals.

Kindness of children to one another.

E.—From the object-lessons on the leaves of trees and on the hands and feet, etc., the idea of numbers can be readily introduced, and from numbers to addition, subtraction, and simple mental arithmetic.

F.—The children are to be allowed to learn to write the numerals about this stage.

G.—The children must be trained daily in simple physical exercises and in action songs.

H.—Kindergarten occupation, such as stick-laying, etc.

SECOND PERIOD OF INFANT CLASS—ONE YEAR'S COURSE.

[Age about 6 years]

A.—Training through the senses—

1. Through the eye—

(a) Lessons on form—

Extension of lessons given in first period.

Also lessons on angles and on triangles of various shapes.

Also lessons on cube and brick-shaped bodies.

(b) Lessons on colour—

Extension of lessons given in first period.

Grey, orange, purple and brown.

2. Through the hand—

Extension of lessons given in first period showing various degrees of the properties then tested.

3. Through the sense of taste—

Extension of lessons given in first period.

4. Through the ear—

Sounds, loud and soft.

„ distant and near.

„ pleasant and unpleasant.

Different animals give different sounds.

Sounds of pain, sounds of pleasure.

Sounds give spoken language.

5. Through the organs of smell—

Pure air has no smell.

Air which has smell is not pure.

Sweet or pleasant smells of flowers.

Unpleasant smell of rotting or decaying vegetation.

Unpleasant smell of rotting or decaying animal matter.

Air with bad smell is unhealthy to breathe.

6. Lessons on size and measurement—

Length, breadth and thickness.

Measures of length, both vernacular measures, and the yard, foot and inch.

B.—The following object-lessons on common things :—

1. On a stool or chair.
2. „ a slate and pencil.
3. „ a book.
4. „ a tree and its fruits.
5. „ a mango and plantain.
6. „ seeds.
7. „ grass.
8. „ a plant yielding fibres which the children can extract.
9. „ the parts of the human body in greater detail than in the first period.
10. „ a cat.

C.—The hand and eye should be again trained by simple drawing exercises of the same character as those in the first period, but rather more advanced, with the drawing of triangles, quadrilaterals, pentagons, etc., in addition.

Tracing outlines of leaves of plants of various shapes and of other flat bodies on slates. Leaves of plants may be pressed between sheets of paper (old newspaper) to make them lie quite flat.

After tracing a leaf or other flat object on the slate, the pupil should be required to make a freehand copy of his own diagram by the side of it, and compare it and correct it by placing the original object over it. This would help to train the eye and would fix the form of the object more clearly in the memory than simple tracing would do.

D.—At this period the children are to begin to learn their letters, etc., and to write the letters of the alphabet and to form short words. Also writing *shatkia*, *kara* and *ganda*.

E.—Additional arithmetical exercises; notation up to 100; multiplication table up to 10×10 ; simple addition, subtraction and multiplication. Slates may be used for the simple arithmetic.

F.—Short pieces of poetry should be committed to memory. Some of these should teach morality and the duties of children.

G.—Simple physical exercises and action songs.

H.—Kindergarten occupations, such as stick-laying, seed-placing, etc.

THIRD PERIOD OF INFANT CLASS—ONE YEAR'S COURSE*
(EQUAL TO STANDARD B OF PRESENT PRIMARY COURSE).

[Age about 7 years.]

A.—Training through the senses—

1. Through the eye—

(a) Lessons on form should include the notions of perpendicular, horizontal, oblique, parallel lines, the circle, sphere, cylinder, prisms, pyramid, and cone.

(b) Lessons on colour should deal with dark and light colours, and with the varying shades of such colours as red, blue, green, yellow, etc.
Primary and secondary colours, browns, greys, etc.

(c) Lessons on the four cardinal points.

2. Determination of weights and measures with the use of bazar scales and measures. Short weights and measures used for cheating.

3. Elementary notions about time should be given (indigenous and European) to include the year, month, week, day, hour, and minute; also division of the year into seasons.

B.—Object-lessons—

1. Further lessons about plants—

Seeds to be sown and grown to form plants.

Object-lessons on plants, such as pumpkin, and on vegetables, such as brinjal, beans, etc., for food.

2. Further lessons about the human body—

The blood, the brain, the skin.

3. Object-lessons about birds (pigeon, duck, etc).

Simple lessons about the cow.

* Double promotion may be given to intelligent pupils at the infant stage where the work of three years can be satisfactorily done in two.

4. Object-lessons on vessels—
 An earthen pot.
 A water-glass or a bottle.
 A brass *lotah* or a brass plate (*thala*).
5. Object-lessons on common metals.
 Ditto on coins, copper and silver.
 Ditto on nails, screws.
 Ditto on a knife.
 Ditto on a key for a lock.
6. Object-lessons about plants yielding fibres, more advanced than in the previous stage.
 The use of various fibres in the manufacture of cloth for clothing.
- C.—Drawing (hand- and eye-training)—
 Drawing on slates, of rather more advanced character than in the two previous stages.
 Drawing outlines of leaves, etc., from memory must be practised.
- D.—Arithmetic and writing—
 Addition, subtraction and multiplication; notation up to 10,000; *shaiya*, *deriya* and *ariya*; writing *buri*, *pan*, *chok*, *katha*, *bigha*, *ser* and *man*; writing short words, etc., from dictation.
- E.—Verses on the duties of children should be committed to memory and recited. The reading of simple printed and written language should be commenced.
- F.—School drill.
- G.—Needlework (*for girls only*).—Hemming.
- H.—Kindergarten occupations, such as stick-laying, seed-work, etc.

STANDARD I.—ONE YEAR'S COURSE
 (CORRESPONDING TO THE "A" CLASS OF A
 LOWER PRIMARY SCHOOL).

[Age about 8 years.]

Class subjects.—Reading, Writing, Arithmetic, Object-lessons and a Primer, with Drawing (hand and eye-training), Manual work, Needle-work for girls, and School Drill.

Writing.—To write from dictation; to write more complex words and sentences, and an ordinary letter to a senior relative.

Arithmetic.—First four simple rules, including mental operations; country tables of money, weights, measure and land measure; *mankasa*, *serkasa*, *sonakasa*, *masmahina*.

Object-lessons (5 pages).

THE SKY.

Sunrise, noon, sunset.—The children are to note, with reference to the school-house or village, the object over which

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the sun rises or sets from month to month; and to note also the sun's position at noon, and its varying height above the horizon.

Shadow.—The pupils are to notice by aid of an upright stick on a flat piece of ground the varying length of the shadow, month by month.

Moon.—Note its changes. The pupils should draw the shape of illuminated portion, week by week.

Day and night.—Varying length of day and night at different seasons to be noted, and connected with the varying position of the sun as determined at rising and setting, and at noon.

The Primer for the class will contain—

A.—Botany (5 pages)—

1. A broad sketch of the plant in reference to its three principal parts,—the root, the stem, and the leaf.

2. Talk about a seedling.

3. Distinction between root and stem. Observe the germination of seed. One part grows upwards—the stem—and the other downwards—the root. If a growing plant be placed in an inverted position for some time, observe that the stem will bend and grow upwards and the root in the contrary direction. (A germinating pea placed upside down will show this.)

B.—Natural History (10 pages).—Habits and general description of the following domestic animals, with anecdotes: the cow, the cat and the dog, incidentally illustrating what is meant by herbivorous and carnivorous animals, their offensive and defensive weapons.

C.—Agriculture (10 pages) for Country Schools, for boys only—Alternative with Physics and Chemistry.

Necessaries of Life—Variety desirable as a protection against failure of crops. *Objects required.*—Specimens of cereals, pulses, oil-seeds, vegetables, sugar, salt, milk, fibres, straw, bamboos, timber, and spices.

D.—Physics (5 pages) for Town Schools, for boys only—The following lesson is to be in the form of conversation:—

Solid substances and some of their properties.—Take a solid, and show that it has a definite shape. This shape cannot be easily altered.

Some solids may be converted into liquids by heating, *e.g.*, wax.

Porous bodies.—Take a piece of charcoal and show the pores. Examine also a piece of unglazed pottery. Water percolates through the pores. Examine blotting paper.

Liquids and some of their properties.—As an example, take water. It has no shape of its own; it takes the shape of the vessel into which it is poured. It breaks into drops. It flows down. Fill a bottle full of water. Try to cork it. The water is difficult to compress.

Solids are converted into liquids by heating; liquids are converted into solids by cooling. Observe how coconut oil becomes solidified in winter.

E.—Chemistry (4 pages) for Town Schools, for boys only—
 Lesson on solubility :—

Take a pinch of common salt, sugar, and finely-powdered chalk, respectively, in a tumbler, and add the same volume of water to each and stir with a rod. Observe the appearance of the liquids; the water with the salt and sugar is perfectly clear; that containing the chalk is milky. Now pass the liquids through filter papers. Observe that the milkiness in the last has now disappeared. Taste them one by one. The water containing the salt has a brackish taste, that which was poured over the sugar has a sweetish taste, whilst that which was treated with chalk has *no taste* whatever. Evaporate the liquids in succession in earthenware or enamelled cups. The water evaporates off slowly, and at last, we have residue of salt and sugar; but the water which was similarly treated with chalk leaves *nothing* behind.

F.—Hygiene (8 pages), for boys only—

Food.—Its necessity. Evils of underfeeding and overfeeding. Ordinary articles of food, including meat, eggs, milk and fruits.

Drink.—Pure water how obtained. Causes of impurities in water.

Air.—Necessity of pure air. Causes of its impurities. How to purify the air of dwelling-houses.

Sunlight.—Its necessity in dwelling-houses.

F (a).—Domestic Economy (8 pages), for girls only—

Bathing.—Anointing the body before bathing. Bathing as a means of cleaning the body. Bathing of little children.

Dress.—Dress capable of improvement. Clothes to be washed and kept clean. Children's clothes to be changed frequently.

The kitchen.—Should be kept clean. Removal of refuse. Scrubbing the floor and cleaning walls and the ceiling. Admission of light and air into the kitchen.

*G.—Drawing (hand and eye-training).—*Half the first part (of the four parts) of the Indian Drawing Books prepared in the School of Art.*

A set of Indian drawing copies has recently been supplied by a drawing book in four parts prepared by order of the Government of India. With some additional examples and a carefully-prepared set of instructions for teachers, the first book would be suitable for use in lower primary schools. The examples would have to be enlarged, mounted on pasteboard, and varnished. These enlarged examples would be hung up in front of the class, and copied by the students on their slates, so that one set would be sufficient for each school. The only expense would be the cost of one book for the teacher and one set of examples for each school. The examples would be of so simple a character that any intelligent teacher, by the help of the printed instructions, would be able to direct the class in the correct method of drawing them.

One page of directions regarding Drawing is to be included in the Science Primer.

*H.—Manual Training (optional, except in mixed schools where girls may have to take up this subject in place of needle-work).—*Leaf and Paper work.

Leaves (palm, etc.).—Making fans of different kinds, whistles, ornamental designs.

Paper.—Paper-folding, paper-modelling, such as caps, boats, and other toys, ink-pots, pen-cases, etc., flying kites, flowers, garlands, slings, lanterns, envelopes, etc., etc.

* Since published by Messrs. McMillan & Co.

Two pages of the Reader to contain directions about Manual Training.

H (a).—Needlework (for girls).—Top-sewing or seaming.

I.—Verses teaching the duties of children.

(Two pages at the end of the Primer.)

J.—School Drill.

STANDARD II

(CORRESPONDING TO PRESENT LOWER PRIMARY STANDARD).

[Age about 9 years.]

Class subjects.—Reading, Writing, Arithmetic, Object-lessons and a Primer, with Drawing (hand and eye-training), Manual work, Needlework for girls, and School Drill.

Writing.—Revision of subjects of Standard I; writing out forms of *pottahs*, *kabuliyats* and rent-receipts.

Arithmetic.—Revision of subjects of Standard I and compound rules; accounts of bazar purchases, calculation of prices, including mental operations; *bighakali*, *kathakali*, and *jamabandi*.

Object-lessons (5 pages).—

THE AIR.

Winds.—The pupils should record the varying directions of the winds from season to season, or day to day; also note that some winds are warm, some cold, that some bring rain and some dry weather.

Air.—Contains moisture or water vapour shown by two classes of facts—(a) clothes left out in open air at night become damp and wet, salt becomes damp and wet during rainy season, i.e., vapour from air is turned into water, and (b) pools of water and tanks dry up in wind and sun, wet cloth becomes dry when hung up in wind and sun, i.e., the water in them turns into vapour. Human breath contains vapour, and this turns to water when a cold slate is breathed upon, or on a cold morning breath becomes visible owing to water being formed from the vapour in it.

Surface of lands.—The meaning of the terms plains, valleys, hills, etc., must be explained, and the teacher should make models in clay, sand, etc., to illustrate the meaning of such terms.

The Reader for this class will contain—

A.—Botany (5 pages).—

Root of a plant.—Function of the root (1) to hold the plant, and (2) to supply food. Examine different kinds of roots.

Distinguish between the main roots and rootlets.—

Fibrous roots—grass.

Fleshy roots—radish, beet.

Adventitious roots—banyan.

B.—Natural History (10 pages) —

General description of the members of the cat family, with anecdotes.

Mammals.—The cat chosen as a type—external configuration—round face—arrangement and disposition of the hair—habits.

Examination of the paw; (a) under surface; the fleshy pad—the retractile claws—when excited the claws are drawn out of the protecting sheath and the hair stands on end—mode of seizing prey.

The pupil of the cat's eye: almost a vertical line in broad daylight; in the dark it expands.

The cat: its maternal instincts—attitude of the male cat towards the offspring.

The tiger; only a big cat.

C.—Agriculture (8 pages), alternative with *Physics and Chemistry for Village Schools*, for boys only.

A lesson on rice and a lesson on oilseeds.

D.—Physics (5 pages) for boys only—

Gases and some of their properties.—Blow into water through a tube; you see something bubbling up. Blow against your hand; you feel a current of air. Gases cannot be kept in an open-mouthed vessel. Gases are easily compressible.

Résumé of the general properties of matter (ice, water and steam).

Divisibility of matter.

Gravity.

E.—Chemistry (4 pages), for boys only.—Further lessons about solubility.

Take some lime in a bottle, fill half the bottle with water, cork it tightly, and violently agitate the contents. Allow to settle over night. Next day carefully decant off the clear liquid; note the *alkaline* nature of the water: divide it into two portions; blow into one by means of a tube or bamboo or some kind of reed; observe how the water turns milky; the lime which was in solution has now been rendered insoluble and thus *precipitated*. Pass the milky water through a filter. The water is now colourless and devoid of taste (*Cf. Lessons on the Chemistry of a Candle.*)

Treat similarly powdered alum, sulphate of copper, charcoal, sand, etc., and find out which of the above are soluble and which insoluble in water.

F.—Hygiene (8 pages), for boys only—

Cleanliness and dress.—Bathing: its necessity. How to keep clean. How to keep the house clean. Uses of dress. Different articles used for weaving cloths.

Exercise and rest, including change of air.

Epidemics.—How to check their spread.

F (a).—Domestic Economy (8 pages), for girls—

Cooking.—Cleanliness to be observed. Cleaning of utensils. Supply of good water for cooking food. Articles to be properly prepared and washed before cooking. Food to be prepared and kept covered as far as possible. Rice to be cooked last and eaten before it gets cold. Variety in food.

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Bed-room.—Day-sleep to be avoided. Regular hours of sleep. Overcrowding in rooms injurious. Use of mosquito curtains. Ventilation of rooms. Bedding of infants to be changed when soiled. Bed-clothes and pillows to be aired, and sunned and washed.

G.—Drawing (hand- and eye-training).—Second half of first part of the School of Art Drawing Book.*

H.—Manual Training (optional, except in mixed schools where girls may have to take up this subject in place of needle-work), for boys only.—More difficult exercises in leaf manipulation and paper-cutting.

One page of directions regarding Manual Training is to be included in the Science Primer.

H (a).—Needlework (for girls).—Running and felling and back-stitching.

I.—Verses teaching morality and duties of children (3 pages)

J.—School Drill.

STANDARD III—ONE YEAR'S COURSE.

(CORRESPONDING TO LOWER CLASS OF UPPER PRIMARY SCHOOL).

[Age about 10 years.]

Class subjects.—Reading, Writing, Arithmetic; Literature Book; Historical and Geographical Readers; a Science Primer; Drawing (hand- and eye-training); Practical Geometry (instead of Euclid); Manual work; Needlework for girls, and School Drill.

Reading.—In addition to the Science Primer, a Literature book and Readers containing lessons in History and Geography will have to be prepared for the Upper Primary Standard, and the first half of these books will be used in this class. The Literature book should contain a few pieces of poetry, also some anecdotes with a moral tendency. It should not exceed 70 pages.

Writing.†—Writing out forms of letters to different persons.

* Since published by Messrs. McMillan & Co.

† NOTIFICATION.—The following additions to the Syllabus of Studies prescribed in Resolution I of 1901 for Primary Schools and Primary Departments of High and Middle Schools have been sanctioned by Government in its No. 399T.—G., dated the 5th May 1905:—

D. P. I.
Cir. No. 78, 4
14 May 1905.

Standard II, Writing.—Writing and addressing simple letters and post-cards, despatch of parcels and filling up of money-orders and Savings Bank forms in accordance with postal regulations.

Standard III, Writing.—Revision of subjects of Standard II.

Arithmetic.—G. C. M., L. C. M., including mental operations; *batsar-mahina*, *hat-kali* and *foot-kali*. How to open a personal account with a village *mudi* or *mahajan*.
Object-lessons (10 pages)—

WATER.

Mist and fog—Are produced in the air and over tanks, etc., because the vapour, when cooled, changes into little drops of water.

Clouds—Are formed in the same way, but in the upper atmosphere.

Rain—Comes from these clouds, or from the vapour which has been cooled into drops of water.

Dew—Is water formed from vapour on or near the surface of the ground. The pupils should note when dew is formed, i.e., whether during cloudy or cloudless weather, etc., the difference in the amount of dew in different seasons of the year, and on what objects the dew lies thickest.

Hailstones—Are rain-drops made solid by cold, and they fall usually during thunder-storms. Hailstones should be collected and examined, and allowed to melt in a glass, so that the water can be seen and tested.

Thunder and lightning—Also usually occur during storms of rain, hail, etc.

The Science Primer will contain—

A.—Botany (8 pages)—*Stems and their functions*—

Stems of plants.—The stem grows upward, so that the plant may get as much light as it can. Green plants cannot grow without light. Observe the discolouration and unhealthy condition of grass growing when shaded from light.

Different kinds of stems—

- (a) Woody stems.
- (b) Climbing stems. Observe the twining tendrils by which the plants obtain support, e.g., cucurbita.
- (c) Succulent stems.
- (d) Underground stems, e.g., potato, turmeric, ginger, etc.

B.—Natural History (10 pages)—

Difference between a vertebrate and an invertebrate animal as illustrated by comparing the wings, legs and body of a bird with those of a butterfly.

Animals without a backbone: a snail, a clay fish, an earthworm, a milliped, a butterfly, a leech and a cockroach compared with a fish.

The dog as compared with the cat in external appearance—the longish face—claws non-retractile—different breeds of dogs—Newfoundland, spaniel, greyhound, St. Bernard, and the uses they are put to—dogs of the cold countries furnished with a thick coating of fur.

C.—Agriculture (16 pages) for country schools, for boys only (alternative with Physics and Chemistry).—

Why crops fail.

Drought-resisting crops.

Irrigation from small depth and from great depth.

D.—Physics (10 pages) for town schools, for boys only—

Liquids.—Surface of liquid is always level. Pressure exerted by liquids in all directions. Bodies weigh less in water than in air. Floating bodies.

Gases.—Pressure exerted by the atmosphere. Invert a tumbler filled with water, with the open mouth covered with a card. Observe the water is kept from falling. The syringe.

E.—Chemistry (6 pages) for town schools, for boys only—

Chemistry of a Candle.—A candle attached to a stout iron wire is lighted and gradually lowered into a wide-mouthed glass bottle: it continues to burn. Observe that the sides of the bottle begin to lose transparency and become covered over with mist. Where does the water come from? The mouth of the bottle is gradually closed with a glass or earthenware plate. The light begins to get more and more dim, till it is extinguished. Pour lime-water into the bottle and shake it. The lime-water turns milky. Take some fresh lime-water in a tumbler and blow into it. The lime-water in this case also turns milky.

F.—Hygiene (16 pages), for boys only—

Air.—Pure air. Cause of its impurities. Overcrowding in houses and public institutions. Means of ventilation.

Water.—Its sources of supply. Different ways in which it is rendered impure. How to secure pure water. Filters, Alcoholic and other objectionable drinks.

Food. Why do we eat? Overeating and undereating. Different kinds of food, including cereals, pulses, tubers, vegetables, meat, milk and its preparation. Sugar, eggs, fruits, preserved foods, condiments.

Sunlight, with special reference to its disinfecting action and necessity to health.

F(a).—Domestic Economy (16 pages), for girls—

How to keep rooms clean.—How they become unclean. Open lamps. Spitting in rooms and on walls improper. Sitting with naked back to the wall. Cobwebs. Children not to play with dirty things in rooms.

Furnishing rooms.—Furniture and utensils to be sufficient for the requirements of the household. Everything in its place. Use of lanterns. Advantages of glass or glazed or stone vessels over metallic articles from a sanitary point of view.

The kitchen.—To be kept quite clean. Adjoining parts also to be clean. Utensils, cooking vessels and dishes to be made clean before and after use. Admission of light and air into the kitchen.

Sunlight, with special reference to its disinfecting action and necessity to health.

G.—Drawing (hand and eye-training).—20 pages, explaining the lessons in the drawing book and the elementary

practical geometry, which is to take the place of mensuration, are to be included in the Primer.

Subjects—(1) Freehand drawing with chalk on the blackboard or a prepared wall surface. (2) Elementary practical geometry.

NOTE 1.—The value of freehand drawing on the blackboard as a means of physical and hand- and eye-training is very great, and is hardly sufficiently appreciated in most schemes adopted in Europe. The facility with which it can be put into practice in any school building which has *pukka* walls makes it specially suitable for India. The advantages of it are that the students do not sit in a stooping position, as in writing or drawing on paper. They stand upright, with the head erect and the example opposite the eye. They walk backwards and forwards occasionally to observe their work at a distance. The hand does not rest on anything, but moves freely on the wrist. This in itself gives the arm and wrist a strength and the hand a certainty of touch, which cannot be acquired by any other kind of drawing.

The difficulty regarding the provision of blackboards or other drawing surface for a large number of students in all the upper primary schools in Bengal is easily surmounted. It is obvious that any upright surface properly prepared will answer as well as, or better than, a blackboard. Any building which has a *pukka* wall can have a surface prepared for drawing on at comparatively small expense. Portland cement would be the best material: it resists damp and saltpetre, which destroy ordinary plaster, and it makes a surface which, when properly prepared, will last for years. The colour of the surface is the next consideration. The natural colour of Portland cement is dirty and ugly, but by mixing the cement with Indian red (a red ochre which can be obtained easily and cheaply) in the proportion of about 1 to 6 by weight, a low-toned and pleasant colour can be obtained, which would not be trying to the eyes. So, instead of blackboards, a band of coloured Portland cement about 3 feet wide, running round the whole class-room, at a height of about 3 feet from the ground, would make an excellent surface for drawing on, and would be a cheerful decorative feature in the class-room. The black-coloured surface is only necessary for a teacher's work in demonstrating figures and diagrams to students who sit at some distance off. For students' drawing practice, it is neither necessary nor desirable. The next question is the drawing examples. These would be taken from the Indian School of Art drawing book alluded to before. They would be mounted on cardboard and hung from a strip of wood fastened to the wall at the upper edge of the drawing surface. The students would enlarge the examples to three or four times the size, so that the copying should not be merely mechanical.

The elementary course of practical geometry is also advocated as being of far greater educational value for students of this age than the learning of Euclid, which is almost sure to degenerate into a mere memory exercise. The instruments required are not expensive. They consist of a pair of pencil compasses, a six-inch scale, and one or two small set squares.

H.—*Manual Training optional, except in mixed schools, where girls may have to take up this subject in place of needlework—Bead-threading and string-weaving (4 pages).—*

String-weaving (knotting, netting, looping, plaiting, weaving of single-loop chains of one string, sling-weaving).

H (a).—*Needlework, for girls.*—Cross-stitch and making a *kurta*.

I.—*School Drill.*

N.B.—The study of English as an optional subject in Standard III has since been permitted by Government Order No. 2369, dated 31st July 1902, but see the Government Order on page 236.

STANDARD IV—ONE YEAR'S COURSE
(CORRESPONDING TO UPPER PRIMARY CLASS.)

[Age about 11 years.]

Class subjects.—Reading, Writing, Arithmetic, a Literature book, Historical and Geographical Readers, Science Primer, Drawing (hand and eye-training), Practical Geometry and Mensuration, English (optional), Manual work (optional), Needlework for girls and School Drill.

Reading.—The whole of the Science Primer and the whole of the Literature Book and Geographical and Historical Readers for Standards III and IV.

Writing.—Revision of subjects of Standard III, writing forms of *chitta* and of simple bonds, *jamakharach*.

Arithmetic.—Revision of subjects of Standard III, simple proportion, vulgar and decimal fractions; problems.

Object-lessons (10 pages)—

The action of water in nature and on the surface of the land.

Water, when it falls in the form of rain, etc., partly runs over the surface of the ground into tanks, streams, and rivers: it partly sinks into the ground to pass into wells and to re-appear in the form of springs, etc., at a lower level, and it partly passes again into the air in the form of vapour.

The action of heavy rain in cutting channels in the earth or soil and in carrying away particles of light material, such as straw and wood, and of soil or earth, or even stones, into the nearest stream, and then into a larger stream or river, should be carefully watched by the pupils.

The pupils should study the nature of the nearest stream of water, determining in what part of the stream the current is most rapid, etc., and ascertaining how it carries away soil and even small stones, and how it cuts away its banks, etc.

The turbid water produced by a rapid stream should be placed in a glass tumbler, and the deposit of silt or soil found at the bottom on standing should be observed. Attention should be drawn to the fact that in this way new earth or soil has been formed in Bengal.

The pupils should be required to decide simple questions, such as—Is the ground on which the school stands level or sloping? Is the ground in the neighbourhood of the school, village or town level or sloping, the nature of the land being ascertained by watching the flow of water after rain (*i.e.*, by the drainage)? It should be noted that the greater the slope of the land, the more rapid will be the flow of water. The action of rain and running water in modifying the surface of the land must be fully explained.

The differences in the erosion of land by running water when (a) the land surface is bare, and (b) when the land is covered with grass or vegetation or by forests, must be explained.

Water can be made to pass through certain soils, sand, etc., easily, but it cannot pass through clay. This can be experimentally shown.

Wells and tanks are dependent for their supply of water on the level of the water in the soil, and the depth of this from the surface depends upon the nature of the soil, rainfall, etc. Subsoil water is essential to the growth of plants.

The Science Primer for this class to contain—

A.—Botany (8 pages).—Lessons on leaves and flowers—
Leaves.—Function of leaves.

Different parts of a leaf—the stalk and the blade.

Make a collection and examine the different kinds of simple and compound leaves.

Some leaves are sensitive to touch, *e.g.*, the sensitive plant.

Observe the order in which leaves close when the end of a branch is touched.

Flowers.—The function of flowers is to produce seeds, which give rise to a new plant.

Study of the different parts of a flower.

Count the number of sepals, petals, stamens and pistils of different kinds of flowers.

Examine pollen grains; also the pistil and the enclosed ovules.

Pollen must fall on the stigma for the maturing of the seed.

Pollination often done by insects. The brightly-coloured petals serve to attract the insects.

B.—Natural History (10 pages)—

The cow and the horse compared—the cloven foot and the solid foot—other members of the cow family: the buffalo, the sheep, the goat. Stomach of a goat (a typical ruminant) examined and laid open—the four chambers—the construction of the stomach suited to the habits of the animals which chew the cud.

C.—Agriculture (16 pages) for country schools, for boys—only (alternative with Physics and Chemistry)—

Food and fodder-yielding trees.

Insect and fungus pests.

Oil-cakes as cattle food and manure.

D.—Physics (10 pages) for town schools, for boys only
Heat—

Expansion of solids, liquids, and gases.

Make a simple liquid thermometer with a bottle and a tube or quill, and explain the principle of a thermometer.

Change of condition—

from solid to liquid.

„ liquid to gas.

Conduction—

Good conductors and bad conductors, Principle of warm clothing.

Convection—

Air currents and winds.

Radiation.

Boiling—

Elastic force of steam.

A simple reading lesson on the steam-engine.

E.—Chemistry (6 pages) for town schools, for boys only—
Chemistry of a candle, second-half—

When air is breathed out, an invisible gas comes out which has the property of turning lime-water milky. This gas is also formed when a candle burns. Combustion to be explained and compared to respiration. The part which oxygen plays. Blow air into a charcoal fire by means of a pair of bellows. The fire becomes more and more brisk. The common practice in this country of stirring a fire by blowing air into it by means of a bamboo pipe to be referred to.

F.—Hygiene (16 pages), for boys only—

Slightly more advanced than the matters intended for Lower Primary course. *Cleanliness. Epidemics.*

Ordinary accidents.—Burns, snake-bites, bites of rabid animals, drowning.

F (a).—Domestic Economy (16 pages), for girls—

Cooking.—Good water to be used. Every article to be properly prepared and well cleaned and washed before putting it in the cooking pot. Cooking pots to be cleaned before use. Cooked food to be kept covered. Variety of dishes necessary.

Meals.—Time of meals. All to eat at the same time, if possible. Room for meals to be spacious and clean. Dishes and cups. Distribution of food. Economy and no waste. Simultaneous eating saves trouble and ensures economy. Evils of eating at separate times. Feeding of infants and little children. Overfeeding and under-feeding.

Bed-room.—Elevated bed necessary, especially in damp rooms. Overcrowding bad. Use of curtains. Sunning and washing bedding and clothes. Ventilation of rooms. Soiling of bedding by little children.

Ordinary accidents.—Burns, snake-bites, bites of rabid animal drowning.

G.—Drawing (hand- and eye-training).—Freehand drawing book. Practical Geometry and Mensuration (20 pages).

H.—Manual Training optional, except in mixed schools where girls may have to take up this subject in place of needlework (3 pages) —

Clay modelling, such as models of balls, cylinders, rings and fruits.

H (a)—Needlework (for girls).—Cutting out a kurta; sewing on buttons and strings; making button-holes; marking.

I.—School Drill.

English (optional).—An English Primer with reading lessons on common objects. Lessons from a Word-book (40 pages).

STANDARD V.—CLASS ABOVE THE UPPER PRIMARY STANDARD OR LOWER CLASS OF MIDDLE SCHOOL—ONE YEAR'S COURSE.

[Age about 12 years.]

Class subjects.—Reading, Writing, Arithmetic, a Literature book (about 200 pages), Geographical and Historical Readers, including some lessons in Physical Geography

(together about 180 pages). Science Reader, drawing (hand- and eye-training), Practical Geometry and Mensuration alternative with Euclid first 26 propositions of Book I, English (optional), Manual work (optional), Needlework (for girls) and School Drill.

Reading.—More advanced Readers to be prepared for the Middle School Standard in Literature, History and Geography, of which one-half would be read in this year's course.

Writing.—Writing samples of *khatian* from *chitha*; *jamabandi*, *mahajani*, *khasra* and *rokar*. Writing *chalans* for remitting money to treasury or to zamindar's or mahajan's head office.

Arithmetic.—Up to interest and square root, including the native methods of expressing money, weight and measure; calculation of prices and wages; mental operations for abridging calculations.

The Science Reader for this class to contain—

A.—Botany (12 pages)—

Life history of a plant—

(1) How plants obtain their food—

A more detailed study of the functions of the root and leaf. Observe the arrangement of leaves to secure the largest area exposed to light. Transpiration.

(2) How plants store up food for future use—

(a) in the stem;

(b) in the root;

(c) in the seed for future use of the seedling.

(3) How plants protect themselves by means of thorns and other devices.

*B.—Natural History (12 pages).—*Teeth of certain typical animals.

Arrangement of the teeth in the upper and lower jaw, respectively, of the cat—the prominent *canines*—a characteristic of the *carnivora*—the function of the *incisor*—the *canine* and the *molar* teeth explained.

Dentition of a ruminant and a rodent compared.

Some typical members of the rodent family: the rat and the squirrel.

C.—Agriculture (20 pages) for country schools, for boys only (alternative with Physics and Chemistry).—

Every Middle School choosing Agriculture as an alternative subject in place of Physics and Chemistry should provide itself with land sufficient for a small garden, where each boy can grow a few square yards of some crop. Each boy must also make a collection of at least five articles of agricultural interest for the school museum under the teacher's guidance. In course of time a complete local collection of soils, crops, manures, weeds, oils, fibres and other agricultural produce, insect and fungus pests, insecticides and fungicides, etc., may be made.

Fertility of soil. Lessons on *arahaar* and *dhaincha*. How saltpetre is made. Sugarcane and sugar. Foot-and-mouth disease.

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D.—Physics (10 pages) for town schools, for boys only—
Light—

Light travels in a straight line. Shadows.

Reflection of light—plane mirror. Refraction of light. Refraction through a prism.

A double convex lens.—Formation of images by a double convex lens. Use of a lens as a simple microscope.

E.—Chemistry (6 pages) for town schools, for boys only—
Metals—

General properties of the metals.—Lustre—malleability; the alloys and their mode of formation. Liability to rust.

The well-known metals—Gold, silver, copper, tin, lead, zinc, iron, and the alloys brass and *kansa*; the different uses to which they are put.

F.—Hygiene (20 pages), for boys only—

A short chapter defining terms used, and giving some idea of the human body and the functions of nutrition and respiration.

Food.—Components of perfect food. Articles of good food, advantages of variety in food. Food according to age and occupation.

Drink.—Water and its sources of supply. How to secure good water. Rivers, tanks and wells how to be protected from pollution. Filters; storage of rain water. Alcoholic and other drinks.

Air.—Carbonic acid gas. Other substances that pollute the air. Air inside and outside of houses. Air in towns, swamps, and in dry and high places. Slow poisoning by impure air. Natural purification of air how carried on. Ventilation in houses.

Construction of dwelling-houses.—Admission of air and sunlight. How to keep the premises clean and dry.

F (a).—Domestic Economy (20 pages), for girls—

Feeding, bathing and cleanliness, pure air, ventilation of houses.

Management of common ailments. Cold, coughs, fevers, skin diseases, indigestion. Sick diet.

Burns and scalds, wounds and bruises.

G.—Free-hand Drawing (hand- and eye-training)—

G (a).—Practical plane geometry, including simple practical mensuration of lines and surfaces (25 pages).

G (b).—Euclid, alternative with G (a), first 26 propositions of 1st Book.

H.—Manual Training, optional, except in mixed schools, where girls may have to take up this subject in place of needlework—
(3 pages)—

Clay modelling—more advanced course.

H (a).—Needlework (for girls).—Gathering and sewing on a band, darning and herring-boning.

I.—School Drill.

English (optional) 60 pages—

English Reader. More advanced lessons from a Word-book. Composition of simple sentences. Translation of short sentences from vernacular into English and *vice versa*.

STANDARD VI.—MIDDLE STANDARD—ONE YEAR'S COURSE.

[Age about 13 years.]

Class subjects.—Reading, Writing, Arithmetic, a Literature Book, Geographical and Historical Readers, including some lessons in Physical Geography, Science Reader, Drawing (hand- and eye-training). Practical Geometry and Mensuration alternative with Euclid, Book I, English (optional), Manual work (optional), Needlework (for girls) and School Drill.

Reading.—The second-halves of the four Readers to be read and the first-half revised.

Writing.—Revision of subjects of Standard V; writing mortgage deeds and deeds of sale.

Arithmetic.—The whole. Methods of checking ordinary accounts between landlord and tenant and creditor and debtor.

Science Reader to contain—

A.—Botany (12 pages).—Life history of plant.

How the seeds mature—

- (a) Pollination by insects. The object of bright colouring of the flower-leaves. Insects are also attracted by scent. Observe how small and inconspicuous flowers club together to become conspicuous, *e.g.*, compositæ.
- (b) Pollination by the wind.
- (c) Water as carrier of pollen grain.

Dispersion of seeds, and the object of dispersion—

- (a) Winged seeds.
- (b) Seeds which are scattered by mechanical means.
- (c) Seeds which are dispersed through the agency of birds and other animals.
- (d) Dispersion of seed by currents of water.

B.—Natural History (12 pages).

Development and metamorphosis of an insect, *e.g.*, a butterfly or a silkworm—the pupa and the chrysalis stage, etc.

Some typical members of the monkey family; the common mankey (*bandar*)—the *hanuman*.

The snakes: their habits—mode of progression, how the snake bites—the curved, grooved poison fang.

C.—Agriculture (24 pages), for boys in country schools (alternative with Physics and Chemistry)—

Rotation of crops.

Feed and keep of cattle.

Use of excreta and bones as manure.

Segregation of cattle during epidemics.

D.—Physics (10 pages) for town schools, for boys only—
 Electricity and Magnetism—

Two kinds of electrification. Action of electrified bodies on one another. A pith-ball electroscope.

Directive action of earth on a magnet. A simple compass needle. Mutual action of similar and opposite poles.

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Production of electric currents. Action of a current on a suspended magnetic needle.

*E.—Chemistry (6 pages) for town schools, for boys only—*Elements and compounds, carbon and sulphur.

Carbon, graphite and diamond; the physical properties of each well-illustrated and the economical uses to which they are applied. What happens when a piece of charcoal is burnt. (*Cf.* Lesson on the Chemistry of a Candle.)

Some ideas of an *element* and a *compound* incidentally conveyed. A blade of a knife previously well cleaned is dipped into a solution of sulphate of copper: the deposit of metallic copper shown. The copper a component of sulphate of copper; in a compound the properties of the component elements are entirely changed.

A lesson on Sulphur: its physical properties, colour, brittleness, bad conductivity for heat, fusibility, insolubility in water, economic uses, etc.

F.—Hygiene (20 pages), for boys only—

Village conservancy.—Disposal of filth and sewage. How villages are rendered unhealthy.

Cleanliness.—Personal and domestic. Bathing.

Dress.—Dress materials. Dress according to weather. Washing clothes.

Exercise and rest.—Different kinds of exercise. Sleep and its hours. Absolute rest in certain cases.

Epidemics.—Precautions to be taken.

Accidents.—Burns, snake-bites, bites of rabid animals, drowning, bleeding.

F(a).—Domestic Economy (20 pages), for girls—

Management of infectious diseases, including cholera, small-pox, chicken-pox, measles.

Infection.—Disinfection of premises, bedding, clothes.

The sick room.—Duties of the sick nurse; food and drinks for the sick.

Cooking of articles of sick diet.—Necessity of absolute cleanliness in preparing food, including pure water; aerated waters, lime-water.

*G.—Drawing (hand- and eye-training).—*Freehand drawing.

G (a).—Practical plane Geometry, including simple practical Mensuration of lines and surfaces (25 pages).

G (b).—Euclid, whole of 1st Book, alternative with *G (a)*.

H.—Manual Training (optional, except in mixed schools, where girls may have to take up this subject in place of needle-work) (5 pages).

Clay modelling—more advanced course.

H(a).—Needlework for girls.—Cutting out and making a *piran*; feather-stitching and ornamental marking.

I.—School Drill.

English (optional) 60 pages—Middle English Course as prescribed by the Director of Public Instruction. An elementary English Grammar with simple analysis and parsing. Composition and translation.

Vernacular Education.

APPENDIX F.

Statement showing the number of hours to be spent in a week on each subject in the various standards.

NAMES OF SUBJECTS.	INFANT STAGES.			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	REMARKS.
	Stage I.	Stage II.	Stage III.							
1	2	3	4	5	6	7	8	9	10	11
I. Drawing ...	2	2	2	2	2	2	2	2	2	Five hours a day for 5 days in the week and 3 hours a day on Saturday give 28 hours, which leave 4 hours or more to be allotted to any extra subject, such as English, religious teaching, manual training, &c., which a school may choose to take up, beyond the regular school subjects.
II. Kindergarten ...	3	3	2	...	...	...	...	...	...
III. Object Lessons ...	3	3	2	3	3	2	2	...	...
IV. Manual training (optional).	...	...	...	(2)	(2)	(2)	(2)	(2)	(2)
V. Needlework for girls only.	...	...	(1)	(2)	(2)	(2)	(2)	(2)	(2)

} Extra hours.

SYLLABUS FOR ENGLISH READERS FOR STANDARDS III TO VI.

D. P. I.
Notification
26 Jan'y. 1905.

Name of Standard.	Existing Syllabus as prescribed in Government Resolution No. 1 of 1st January 1901.	Revised Syllabus.
Standard III ...	.....	An English Primer with reading lessons on common objects, and lists of words in common use with vernacular equivalents, containing in all 40 pages.
Standard IV ...	An English Primer with reading lessons on common objects. Lessons from a Word-book, (40 pages).	English Reader with (a) little more advanced reading lessons in prose and poetry, (b) a list of the new words used in each lesson with their meaning in the vernacular given separately, (c) hints for composition of simple sentences, and (d) for translation of short sentences from vernacular into English, and <i>vice versa</i> (60 pages).
Standard V ...	English Reader. More advanced lessons from a Word-book. Compositions of simple sentences. Translation of short sentences from vernacular into English, and <i>vice versa</i> , (60 pages).	Middle English Reader prescribed by the Director of Public Instruction, containing (a) advanced reading lessons in prose and poetry with some biographical lessons in prose, teaching morality, loyalty, reverence to elders, &c., (b) Elementary English Grammar, (c) hints for simple analysis and parsing, and (d) hints for composition and translation. The Grammatical rules, definitions, and explanations should be given in graduated series at the end of each reading lesson, and not separately at the end of the book. The Grammatical rules and the explanations of them should also be given in the vernacular (in all 140 pages).
Standard VI ...	Middle English Course as prescribed by the Director of Public Instruction. An Elementary English Grammar with simple analysis and parsing. Composition and Translation, (60 pages).	

(a) SELECTION AND PRICES OF BOOKS.

PRICES OF BOOKS.

The following prices have been sanctioned for books for the use of the pupils in schools:—

I.—For the lower primary schools and for the similar classes in other schools (upper primary, middle and high schools)—

One alphabet and spelling book	...	...	1 anna.
One Lower Primary Reader	...	...	3 annas.
One Arithmetic book	...	...	3 „

Bengal Govt.,
General Depr.,
Notification
No. 1284,
12 March 1901.

II.—For the upper primary classes (including the corresponding classes in middle and high schools)—

1	Upper Primary Science Reader	...	4 annas.
1	" " Literature book	...	3 "
1	" " Historical Reader (Bengal)	...	3 "
1	" " Geographical Reader	...	3 "
1	" " Arithmetic book (included with the Middle School course)	...	8 "
1	" " English Spelling book (optional)	2	"

III.—For Middle School classes (including the corresponding classes of High schools which may take up this course)—

1	Middle Vernacular Science Reader	...	7 annas.
1	" " Literature book	...	6 "
1	" " Historical Reader (India)	...	4 "
1	" " Geographical Reader	...	4 "
1	" " Arithmetic book (included with the Upper Primary Arithmetic book)	...	8 "
1	Euclid (1st book), optional	...	4 "
1	English Reader, optional	...	6 "

NOTE.—Drawing and Drill books will be provided for the teachers only, and not for pupils. These books will be arranged for by Government.

BOOKS IN APPROVED LIST WILL STAND FOR 3 YEARS.

On being placed on the approved list, works will be allowed to remain there for at least three years, but after that period Government will reserve to itself the right of re-examining the books if thought desirable, and of deciding on such re-examination whether the books are to be retained in the list, or to give way to better books if such have been submitted.

The books named (approved) will not be removed from the approved list for a period of three years, but it is to be clearly understood that at any time other text-books, which may be approved as suitable, may be appointed to be read in schools, as there is no intention of creating a monopoly in favour of any book or books which may be placed on the list.

Bengal Govt.,
 General Dept.,
 Notification
 No. 2063, 4
 10 June 1902.

BIOGRAPHICAL LESSONS.

AUTHORS and publishers of text-books for use in the schools in Bengal are hereby informed that, in the Vernacular and English Readers for students of all grades, a certain proportion of the reading lessons should consist of suitable biographical selections, such as would inculcate in the pupils habits of order, diligence and truthfulness,

D. P. I.
 C. R. No 186, 4
 9 Novr. 1904.

combined with submission to authority, and reverence to their elders. It is desirable that these lessons should be drawn from the lives of Hindu, Muhammadan and Christian worthies, instead of being confined to one section of individuals.

(b) TEACHERS' MANUALS.

D. P. I.
Cir. No. 1, 7
14 Jany. 1903.

As with the introduction of the new scheme of vernacular education, the Junior and the Senior Teachers' Manuals are indispensably necessary for the Inspecting Staff, it is proposed that the books should be supplied to each member of the Inspecting Staff by the authority under whom each officer is employed.

(c) TEACHING OF ENGLISH.

D. P. I.
Cir. No. 34, 7
28 March 1903.

It has been distinctly laid down by the Government of India, and accepted by the Government of Bengal, that English should not be taught in Vernacular Schools in the primary stage of education, although it can be taught as a second language in the upper primary departments of High and Middle Schools. Any circular dealing with the teaching of English must, therefore, of necessity have reference to Secondary Schools alone, and not to purely Primary Schools.

4.—SYLLABUS OF STUDIES FOR THE INFANT SECTION AND STANDARDS I AND II OF SCHOOLS.

Resolution No. 1028 T.G., dated the 10th June 1907, by the Govt. of Bengal, General Dept.

1. The question of a curriculum of studies suited to the needs and capacities of the children of agriculturists has for a considerable time been exercising the attention of both the Imperial and Local Governments. The Educational Conference held at Simla in September 1901 recommended the adoption of a simple and practical course of education for the children of the agricultural population, whose studies would not proceed beyond the primary stage; and the Government of India, in their letter No. 468, dated the 6th November 1901, expressed it as their opinion that in all Provinces arrangements should be made to establish shorter and simpler courses for the children of agriculturists than are required for those who intend to use the primary stages of education as a preliminary only. The question of remodeling the lines on which vernacular education should be conducted engaged the attention of this Government during the years 1899 to 1901. The chief problem to be solved concerned the requirements of the agricultural population, but it was recognised that the educational question to be answered was not merely how to adapt education to the needs of the children of agriculturists, but how to fashion a scheme of Education which would promote in the pupils the power of assimilating easily technical instruction of any kind. The result of these deliberations was the publication of Resolution No. 1, dated the 1st

January 1901, which promulgated the syllabus of studies for Standards I to VI, which is still in force. It was stated that the syllabus referred to was based on the methods originally put forward by Froebel and generally known under the name of Kindergarten training, and that that system had been adapted to the circumstances and local conditions of the pupils of this Province. A separate syllabus was not prescribed for the children of agriculturists; but in the writing course forms of simple documents commonly used by cultivators were introduced as exercises.

2. The Government of India reverted to the subject of education in rural primary schools in their Resolution of the 11th March 1904, which reviewed the history and progress of education in India. They stated, in paragraph 21 of the Resolution, that the instruction of the masses in such subjects as would best fit them for their position in life involved some differentiation in the courses for rural schools, especially in connexion with the attempts which were being made to connect primary teaching with familiar objects. They further laid down that the aim of rural schools should be, not to impart definite agricultural teaching, but to give to the children a preliminary training which would make them intelligent cultivators, would train them to be observers, thinkers and experimenters in however humble a manner, and would protect them in their business transactions with the landlords to whom they pay rent and the grain-dealers to whom they dispose of their crops.

3. These remarks of the Government of India led the Lieutenant-Governor to refer the whole question of the education of children of agriculturists to a Committee of Government officers. This Committee found that the principal points in respect of which the rural schools of the Provinces were deficient were—

- (a) that the courses of instruction were too long, too advanced and too diversified; and
- (b) that the text-books prescribed were not written in simple language which the rural population could understand.

The Committee were of opinion that in purely agricultural tracts the existing lower primary schools should be converted into schools intended primarily for the sons of agriculturists, with short courses of instruction specially suited to the needs of that class. It was not proposed that any change should be made in the instruction given in the lower classes of upper primary, middle and high schools, or in lower primary schools in towns or in villages in which agriculturists did not predominate. The Committee recommended that the rural primary schools which they proposed to create should teach a course extending over four years, and contain an infant class for children under seven years of age and three classes above it. The number of hours of instruction was to be reduced, but was not to be less than three. The Committee further suggested the lines on which the curriculum for the four classes proposed might proceed, and recommended that a Committee of duly qualified officers should be formed to prepare model text-books. It was proposed that the text-books should in the first

place be prepared in English, and that, when Government had approved them, they should be translated into the local vernaculars.

4. These proposals were summarised in Resolution No. 659, dated the 7th February 1905, which was published for general information. Public criticism was invited, and various official and non-official gentlemen and associations were consulted. All the material collected was then discussed by a Committee of officials and others interested in education. This Committee did not altogether agree with the proposals made by the previous Committee. What they proposed was that the lower primary course, slightly modified, should be divided into two sections—the one to consist mainly of the “three R’s” and the teaching of simple facts relating to agriculture and village life, and the other to be directed to the study of such additional matters as the training of the senses, drawing, drill and manual exercises. The first section, it was proposed, should be so arranged as to provide for imparting the rudiments of sound education to all, including the children of agriculturists, while the other would be taken up by those who aspired to a higher education. The second section was in fact to be supplementary to the first, and was intended to bring the curriculum of a rural school taken both sections up to the standard of an urban primary school. The subjects of the first section were to be taught in the morning, and those of the second or supplementary section in the evening or *vice versa*, as circumstances might dictate. No change was proposed in regard to the existing course of studies in the lower classes of upper primary, middle and high schools, or in lower primary schools in urban areas. As to the preparation of text-books, this Committee rejected the proposal of the former Committee that the books should first be prepared in English and then translated into the vernaculars, and recommended that representative Committees should be appointed to prepare text-books in the vernaculars according to a syllabus, which was to be worked out by a Committee with wider educational experience. A Special Committee was accordingly appointed to draw up the syllabus of studies for rural primary schools.

5. This Special Committee, which consisted entirely of persons actually engaged in work connected with education, found themselves called upon to prepare a detailed syllabus on lines which did not appear to them to be altogether sound. They could not, for example, admit that a scheme of instruction, which was intended for the children of agriculturists, but which relegated the training of the senses to a supplementary curriculum from which such children would be for the most part excluded, could be regarded as anything but retrograde. They were also strongly of opinion that the defects referred to at the beginning of paragraph 3 above, which had been found in the courses of instruction followed at, and in the text-books used in, rural schools, existed equally in the case of urban schools. In short, the Committee felt strongly that the existing curriculum for the lower primary standards was not satisfactory for schools of any class. It seemed to them moreover that if a syllabus could be formulated which realised the principles on which the curriculum published with Resolution No. 1, dated the 1st January 1901, was based, such a syllabus would be in its

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essentials equally adapted to urban and rural areas. Keeping in mind the maxim of the Government of India that the aim of rural schools should be not to impart definite agricultural teaching, but to give to the children a preliminary training which would make them intelligent cultivators, and would train them to be observers, thinkers and experimenters in however humble a manner, they did not see how it could even be hoped that this would be obtained as the result of a syllabus which confined itself mainly to the "three R's". Nor could they admit that a syllabus in which "nature study," by which is meant the actual study of natural objects, did not find a prominent place, could be regarded as a serious attempt to realise the aim of rural schools as the Government of India had defined it. In the opinion of the Committee the syllabus of 1901 had failed, because it had allowed reading about objects to be substituted for the study of the objects themselves, and had ignored the fact that the faculty of observation is not developed by reading scientific treatises. It seemed to the Committee that the cultivation of the power of intelligent and accurate observation was, if possible, more important in the case of the cultivating classes than in that of any other section of the community; and it appeared to them that the teaching of simple facts connected with agriculture could not be considered as of much educational value, unless it was based on an attempt to teach the children to observe, compare and contrast the objects which surround them. The principles which underlie the development of a child's faculties are the same in the country as in the town; it is the application of these principles which varies with the environment.

6. As a result of these considerations, the Special Committee drew up a syllabus of studies for infant classes and standards I and II, designed to embody educational principles applicable to both rural and urban schools, and to indicate the methods by which those principles can be carried into effect. As a prelude to the syllabus an introduction is given, which is intended to illustrate the function which a school has to perform in relation to the larger life of the community in general and to emphasise the ethical aspect of all true education. Science primers have been abolished, and the basic principle of all nature study, viz., that children must be taken to the objects of nature and made to learn therefrom, has been insisted upon. The value to the future cultivator of studying plant-life on these lines has been emphasised, and an extract from a Note on School Gardens recorded by Mr. F. G. Sly, when officiating as Inspector-General of Agriculture in India, has been appended to the syllabus in order to emphasize the conditions under which alone a school garden can be made of true educational value. Finally, provision has been made for the teaching of supplementary subjects. The syllabus thus drawn up was submitted for opinion to the gentlemen who constituted the Committee referred to at the beginning of paragraph 4 above. The opinions which these gentlemen recorded, which were generally favourable, were considered by the Special Committee, with the result that a few minor alterations have since been made in the syllabus.

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7. The Lieutenant-Governor has considered very carefully the views expressed by the Special Committee, and has decided to adopt the syllabuses which they have prepared, viz. :—

- (a) the syllabus of studies for the infant section and standards I and II of boys' schools; and
- (b) the syllabus of studies for the infant section and standards I and II of girls' schools.

The revised syllabuses will apply equally to urban and rural areas, but the supplementary subjects provided for in the syllabus for boys' schools will be optional in rural and compulsory in urban areas. The syllabus of studies for girls' schools differs slightly from that prescribed for boys' schools: a different course has been laid down for hygiene and domestic economy, and needle-work has been included. In the case of all girls' schools the subjects which are supplementary in the syllabus for boys' schools form part of the obligatory course. The hours of instruction in rural areas must be left to be fixed locally; but the daily number of hours of instruction will not be less than three. The further question of the revision of the course of studies and text-books for standards III to VI on similar lines has, under the orders of the Lieutenant-Governor, been considered by the Special Committee, and the proposals made by that Committee will shortly be submitted to Government.

8. The revised syllabus for lower primary schools will necessitate the preparation of revised text-books. The Committee referred to in the beginning of paragraph 4 above recommended, as already stated, that representative Committees should be appointed to prepare text-books in the vernaculars, and that the system hitherto followed of preparing the books first in English and then of translating them should be abandoned. The Special Committee, which was appointed to draw up the syllabus, advised, however, on several important grounds, that this procedure was feasible only in regard to literary readers, and that other books should be written in one language and then translated into the vernaculars, the translator being allowed scope sufficient to enable

(1) Literary readers for the second year of the infant section and for standards I and II in the vernaculars.

(2) An Arithmetic book for Standards I and II.

(3) A Junior Teachers' Manual.

him to express himself in his own way in as simple language as possible. The Lieutenant-Governor has accepted this recommendation. Committees will shortly be formed to prepare the text-books noted in the margin. The

Junior Teachers' Manual will be divided into eight sections, each of which will be written by a separate Committee. When complete, the Manual will be translated into the various vernacular languages. The section into which the Manual will be divided will be—(1) the kindergarten method of teaching, drawing and modelling; (2) the school-room and the arrangement of children; (3) hygiene; (4) the teaching of geography; (5) scientific subjects, including nature study; (6) the method of writing up attendance registers, keeping school accounts and issuing transfer certificates; (7) education in *maktabs*; and (8) the

teaching of arithmetic. The members of these Committees will be remunerated by the grant of honoraria for their work, and the results of their labour will become the property of Government. It is, however, to be clearly understood that the preparation of text-books at Government expense is not intended to discourage private enterprise. Any works submitted by private authors will be considered on their merits and accepted, provided that they fulfil the required conditions. The model text-books, which will be prepared at the cost of Government, will be open to inspection, so that private authors may have a chance of examining them before they begin to write their books. The latter books will not be received for consideration until the former have been published.

9. It now remains to consider the date from which the new syllabuses will be brought into operation. It is expected that the model text-books will be ready by June 1908, and private authors will be given one year's time to prepare their books. It has been decided that the last lower primary examination to be held according to the existing syllabus will be held at the end of 1910, and that children beginning their studies in 1910 for the lower primary examination to be held at the end of 1911 will study during 1910 according to the revised syllabuses. No further lists of approved books for the infant section and standards I and II will be issued until books written in accordance with the new syllabuses are ready. The first list of approved books written according to the new system will be issued in July 1909. The use of books written in accordance with the syllabus now in force will not be permitted after the 1st January 1911 in any schools maintained or aided by public funds, or in schools which enjoy the privilege of competing for Government scholarships or of receiving Government scholarship-holders, unless they have been approved by Government as meeting the requirements of the revised syllabuses. Books prepared in accordance with the revised syllabuses will be prescribed for the lower primary examination to be held at the end of 1911.

10. The following books will be required according to the new syllabuses:—

(1) A literary reader for the second-year infant class, to contain about 32 pages. If suitable selections from standard writers cannot be procured, original composition may be resorted to. The reader should contain some illustrations, and it should be suitable both for Hindu and Muhammadan children. *Price one anna.*

(2) A literary reader for standard I, to contain about 48 pages. Selections should be made from standard authors. The reader should contain some illustrations, and it should be suitable both for Hindu and Muhammadan children. *Price one anna, six pies.*

(3) A literary reader for standard II, to contain about 64 pages. Selections should be made from standard authors. The reader should contain some illustrations, and it should be suitable both for Hindu and Muhammadan children. *Price two annas.*

(4) An arithmetic book in two parts for standards I and II. *Price three annas.*

The use of an alphabet book will not be made obligatory in any school; but, if any books of this class are tendered, they will be

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considered on their merits. The price of such books should not exceed one anna.

11. A drill book will not be required, because a book of this kind has already been prescribed by Government and is available in English and the vernaculars. No drawing book will be required.

12. Reference has been made, in paragraph 7 above, to the revision of the courses of studies and text-books for standards III to VI. It is impossible to say at present when the revised syllabuses will be approved. It must be understood, however, that, though Government will for the present continue to consider books submitted in accordance with the present syllabuses for these standards, the approval of any such books in the future will not operate so as to bind Government to keep them on the approved list for any specified period, the intention of Government being to introduce the revised syllabuses as soon as practicable.

ORDER.—Ordered that this Resolution and the revised syllabuses for boys' and girls' schools be published for general information.

(a) - SYLLABUS OF STUDIES FOR BOYS' SCHOOLS.**INTRODUCTION.**

THE purpose of a school is to form and strengthen the character and to develop the intelligence of the children entrusted to it, and to make the best use of the school years available in assisting them to fit themselves for the work of life.

The formation of character must always be one of the main aims of education, and every part of school-life has some influence in this regard whether for good or evil. It must, for example, be our constant endeavour to adapt the teaching of a school to the attainments of its pupils, and this, not merely to secure due intellectual progress, but because children will acquire the bad habit of idleness, both when the work demanded of them is too easy, and also when it is too hard. Moreover the good moral training which a school should give cannot be left to chance; on this side no less than on the intellectual side the purpose of the teacher must be clearly conceived and intelligently carried out.

Something may be done through the expression and reading lessons. In these the children may be taken through the biographies of typical heroes or heroines, and these biographies should be treated in the main, with a view to illustrating the action of real persons and the principles of conduct and qualities of character which promote the welfare of the individual and society.

The lives of great men and women, carefully selected from all stations in life, will furnish the most impressive examples of obedience, loyalty, courage, strenuous effort, serviceableness—indeed of all the qualities which make for good citizenship. The teacher should place in relief those actions of his heroes or heroines which exhibit their higher qualities, but should take care not to raise them too far above the level of common humanity by the omission of their faults or shortcomings.

He should make the picture a life-like and instructive exhibition of character, and of the effect on the individual and on those around him, for good or evil, of the acts recorded.

A similar appeal can be made to the imagination of children by the use of music in well-chosen songs or of appropriate passages from the best literature of their mother-tongue.

Above all, school-life must prevent children from forming bad habits, and this it can only do by training them in good habits and, if possible, in good conduct, by which is meant something wider than the mere cheerful observance of school regulations. In the matter of this moral training the most important factor will be the habitual conduct of the teacher in the school. If he is thorough, patient, kind but firm, and scrupulously fair, these traits will evoke similar traits in his pupils, and will give point and force to any moral instruction he may attempt. A teacher who is obviously slipshod and lazy discoursing to children about the value of industry and thoroughness is an absurdity which cannot but prove morally disintegrating to a child. Stories in readers designed to inculcate morals tend, if silly as they frequently are, to make moral instruction ridiculous. Even if they are good, they are of little value, unless they are backed by personal example.

The every-day incidents of school-life will enable the teachers to impress upon the children the importance of punctuality, of good manners, of cleanliness and neatness, of cheerful obedience to duty, of consideration and respect for others and of honour and truthfulness in word and act. Children will notice such details in the conduct of a teacher as punctuality, order, neatness, and gentleness, and they will imitate what they see and hear. They are quick to observe; and if the teacher's conduct is in these respects defective, his example must almost certainly have a disastrous effect on the habits of the pupils. Thus the punctual and methodical performance of duties, even in matters of trivial routine, will impress upon the children better than any lesson, the importance of orderliness, and the good habits of the teacher will be even more powerful than his express requirements in shaping his pupils for the proper conduct of life.

SYLLABUS OF STUDIES FOR THE INFANT SECTIONS AND STANDARDS I AND II OF BOYS' SCHOOLS.

INFANT CLASS.

First year.

[Ages 5—7.]

THE principal aim of any school in relation to infants should be to provide opportunities for the free development of their bodies and minds, and for the formation of habits of obedience and attention. The infants of the first-year class should be confined to the simplest lessons designed to develop in them the power to express their thoughts and

ideas, and observe with some degree of accuracy. They should also be initiated in a rudimentary conception of number, form and colour, and should be taught to exercise their limbs and to sing simple songs.

Observation and expression.—The lessons designed to develop the power of expression will, generally owing to a lack of staff, have to be combined with those designed to develop the power of accurate observation. These lessons should usually take the form of talks between the teacher and the children about familiar things. The subjects will vary with surroundings and conditions of the school; the essential point is that the themes selected should be well within the range of the children's comprehension and interest. Occasionally the children themselves should be asked to suggest a topic. When the chief aim of the lesson is the *development of the power of expression*, the subject may be a story of folklore, mythology or adventure, or even the outline biography of a striking character: when the chief aim is *the development of observation*, the subject of the lesson should always be some concrete object. This object should always be placed before the children, and they should be given every opportunity of examining it. In these lessons the teacher should address himself to the children individually rather than to the class collectively, and his object should always be to make the children do most of the talking. Indeed, throughout these lessons, it is essential that the children should be trained and encouraged to talk individually. Collective answering or collective repetition of the words of the teacher by the class should never be allowed. These practices not only render these exercises valueless, but they are an actual hindrance to the development of genuine thought and free expression. Some children are shy, and therefore their natural curiosity, which should result in eager questioning, is repressed. These lessons, if properly conducted, will do much to remove this shyness, and to make children accustomed to speak out in class. It is undesirable to fetter or repress a child's liberty of speech more than is actually necessary. Unnecessary repression makes a child less communicative and less able to express his own thoughts, consequently less capable of clear thinking.

When an observation lesson is given on a natural object, such an object should always be treated as a living whole and in relation to its life. Even in the earliest lessons, the fact that each part of an animal or plant is what it is as contributing a necessary element to the life of the animal or plant should always be kept in view. Thus from the first the teacher should by questioning lead his pupils to analyse the several impressions which go to make up their total impression of the object, and then bring out the relation of each to the whole. After this process of analysis, the separate aspects should be reconstructed to restore the unity of the impression of the object as a whole. Great stress should not be laid on the utility to man of the natural object which is being studied.

First year.—The observation lessons of the first year of the infant class should deal with such flowers, fruits, plants, beasts, birds, insects and fish of the district as are likely to have impressed themselves most vividly on the imagination of the children. These objects will vary in the different districts, and as regards plant-life, it is essential that each object should be taken in its season: a lesson on the cotton tree flower should, for example, be given while the cotton

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trees are in bloom. The same principle will apply to fish, and in a minor degree to animals. The following are given merely as illustrating the kind of objects which may be selected for these lessons :—

Flowers.—Cotton tree flower, jessamine, gold mohur, champak, convolvulus, bel flower, or any other type commonly found in the locality.

Fruits.—Papaya, pomelo, litchi, mango, plums, custard apple, plantain, pineapple, jack fruit, or any other type commonly found in the locality.

Plants.—Rice, Indian-corn, cotton, mustard, pulses, jute, or any other type commonly found in the locality.

Animals.—Domestic animals : cow, goat, cat, dog, etc. Wild animals : tiger, monkey, elephant, or any other type commonly found in the locality.

Birds.—Crow, blue jay, maina, golden oriel, kingfisher, parrot, babui bird, bāk snipe, duck, pigeon, bulbul, kite or any other type commonly found in the locality.

Insects.—Mosquito, dragonfly, butterfly, bee, ant, beetle, or any other type commonly found in the locality.

Fish.—Hilsa, vetki, topshi, pabda, rohu, mirgel, katla, or any other type commonly found in the locality.

(a) *Colour.*—Children should be initiated into the appreciation of colour by being given objects, pieces of wool, flowers, coloured slips of wood or paper which represent the colours red, yellow, green and blue. The children should be made to group these objects under the various colours.

(b) *Form.*—The children should be taught to draw on a large scale such natural objects as are simple in shape. This work should be done with chalk on blackboards.

(c) *Number.*—Children should be initiated into the idea of number by means of objects, which must be given to the children for them to handle. What the objects are is immaterial, so long as they are small and easily handled, but it is easier to secure a child's active co-operation, if he is not always given the same kind of object. The children should first of all be given a small number of objects, not more than 20, and having learnt numeration so far, they should be made to understand the numbers 1—10, by making sets of each, dividing them into their component parts, etc. Thorough familiarity with these numbers should be aimed at, rather than rapidity of progress. When these numbers have been grasped, the number of objects given to the children may be increased, and the process of grouping and analysis continued. In this way the principles underlying the four simple rules of arithmetic should gradually be elucidated. The infants of the first-year class should be taught the principle of addition by being made to put together sets or groups of numbers which they have made. Thus, from the first, children can be taught to add rather than to count by units. The infants of this class should also be taught to construct multiplication tables up to 5×10 . No table should be taught until it is constructed. Children should be gradually taught to write numbers from 1 to 50 in figures.

Reading and hand-writing.—The children in this class should be taught to recognize the simplest sounds of their vernacular language. This should be done by putting before them, not isolated letters, but letters combined into short words. Words of two consonants should first of all be used. The order in which these sounds are taken is important, and experience has shown that it is best to begin by calling

attention to the sounds that are produced by the visible organs of speech, i.e., the lips, and to proceed later to those produced by organs only partially visible or wholly invisible. Labial consonant sounds should therefore be taken first, then dental, then cerebral, then palatal and finally guttural. It should be noticed moreover that such a sound as that of *प* can be best observed at the end of a word, where it can be easily isolated and repeated after the word has been pronounced. The teacher should from the first put small words before the children; but until the simple sounds have been mastered, he should use each word to illustrate especially one consonant sound. At a very early stage, for example, he would take the word *उप* (*तप*) but he would partially disregard the *उ* (*त*) sound and make the children dwell on the *प* (*त*) sound in the manner described above. When a short word has been treated in the manner described, the children should be taught to copy it on a large scale, either in chalk on blackboards, or in trays of sand on which they can make impressions with their finger tips. Towards the end of the year, palm leaves may be used for this purpose. After the letters have been learnt in the manner prescribed, the alphabet should be taught. An alphabet book may be used, but it is not to be considered in any way compulsory.

Nursery rhymes, action songs, free physical exercises.—The children should be taught to sing nursery rhymes and simple household songs. They should also, if possible, be taught action songs, dealing with the every-day activities of village life. These action songs should be connected with games, for in this way the limbs and lungs of the children can be freely exercised at the same time. Children should also be encouraged to play such games as *hide-and-seek*, etc. In the absence of action song games, these should form the principal medium of physical exercise. The youngest infants should not be made to do set drill.

INFANT CLASS.

Second year.

[Ages 6—8.]

Observation and expression.—The lessons designed to develop the power of expression should now aim definitely at training the children to reproduce their thoughts in logical sequence. The topics of the lessons may therefore be gradually expanded into greater detail, and the conversational form of the lesson gradually give way to a system of more continuous narration on the part of the teacher. Thus towards the middle of the year the class should be able to follow a simple story as it is narrated to them by the teacher. After the story has been told, individual children should be asked to reproduce the gist of it in their own words. In the transition from conversation to continuous narration, great care should be taken to ensure that the children are actively following the story. If the teacher finds that individual children are not able to reproduce the gist of the story in their own

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words, he may assume that they have not been actively following him and have recourse again to the more conversational method. Similarly the scope of the lessons designed to develop the power of accurate observation may be extended, and should aim at giving the children definite information about some of the most familiar natural objects with which they are daily surrounded. It must be remembered, however, that these lessons will fail of their main object, if the information is simply told to the children without their being made to discover it for themselves. The course of lessons must be systematic, one lesson leading up to the next, and the later lessons constantly requiring some of the earlier lessons for their explanation. The object of each lesson should be the discovery of some new fact, but it is quite useless to give children various items of information about a number of disconnected natural objects. The study of plant-life is recommended as capable of being systematically handled easily and economically, and as it is especially adapted to rural schools, it must on no account be neglected in them. The teacher should make an especial study of at least one branch of nature study. Technical terms shall be, as far as possible, avoided. These lessons should not always be given in the school building. The children should be taken out by the teacher and encouraged to collect specimens, etc.

Second year.—In the second year of the Infant class the lessons on natural objects should be continued, but some very elementary lessons on the most prominent natural phenomena should be included. The children should, for example, be made to observe the varying position of the sun at the various seasons of the year, and how these different positions are accompanied by varying temperatures. It will not be possible in this class to explain many of the phenomena observed; but, if the children are made to see for themselves, their observations can be made the basis of further instruction. The children can, for example, be made to see the gathering of the clouds during the rains; and thus, though it may not be possible for them at this stage to understand the monsoon, they will in this way acquire material from which observations leading to a proper understanding of the monsoon can start. These lessons should centre round the seasons of the year, and should be, as far as possible, brought into line with the lessons on plant-life. Thus a simple lesson on the rains might well lead to a lesson on the crops which ripen at that season, such as early rice or jute.

Object-lessons on common domestic objects may also be given both to the first and to the second-year infant classes.

(a) *Colour.*—The children should be taught by the method indicated for the children of the first year to recognize orange, indigo and violet, and to distinguish the various colours one from the other.

(b) *Form.*—The drawing of natural objects on blackboards should be continued. The children should also be taught to model in clay the natural objects put before them for the observation lessons.

(c) *Number.*—The children should be taught by means of concrete objects the principles underlying subtraction and division; they should also be made to construct the multiplication tables up to 10×10 . They should then be made to work out by means of the objects given to them simple calculations and problems, involving the application of the four simple rules. When the children have learnt to write figures,

they should be shown occasionally how to express on paper sums which they have already worked mentally or with the aid of objects. There should be no attempt during this year to make children work calculations on paper. The calculations and problems should therefore be confined to small numbers which do not require the use of pencil and paper.

Reading and hand-writing.—When the children have mastered the simple sounds and learnt the combination of simple sounds into words, they should be taught to recognize the more complex sounds, such as those represented by compound consonants, and the combination of consonants and vowels sounds other than अ (अ.) These sounds should be taught by means of short words, and not by letters taken by themselves. These words may be either written by the teacher on the blackboard, or reading charts prepared on these principles may be used. The words put before the children should be copied by them on a large scale in one of the ways indicated in the syllabus of the Infant first-year class. A simple literary reader should be introduced into this class.

Nursery rhymes, action songs and games, physical exercises.—The infants of the second-year class should join with the infants of the first-year in their nursery rhymes, action songs and games. Any child who is in the infant class, but is in the opinion of the teacher too old to profit by these childish amusements, should not be compelled to take part in them.

STANDARD I.

[Age about 8 years.]

Reading.—The main purpose of teaching to read is to enable the pupils to master printed or written matter for their own information. Silent reading should, therefore, be practised from the first, and the teacher will soon get the children into the way of this, if, to begin with, he gives them short pieces to read, and after a short time goes round to the children individually and asks for an account in their own words of what has been read. Such pieces should be full of incident and interest. As regards reading aloud, clearness of utterance and fluency should always be kept in view, but it is also essential that the children should be taught to read intelligently. The teacher should make the gist of the piece clear before it is read, so that the general meaning may be mastered before it is read out in class. Without this the reading must be mechanical, because it is unintelligent. It is advisable that the teacher should occasionally read out a passage to the class by way of illustration; but in this case also the class should go through the piece beforehand. The reading material put into the hands of the children is of the greatest importance. The Primer should contain nothing which is not written in good language, and in words which will not be easily intelligible to all. The arrangement of each piece must be logical, and the language must be good in so far as each sentence must express clearly and straight forwardly the meaning which it is intended to convey. The Primer should contain stories which fall

within the range of the children's comprehension and interest ; descriptions of the various scenes and episodes of rural life should also be included. Provision should also be made in the Primer for acquainting the children with some of the more impressive stories of English and Indian History. The whole should be written in an easy narrative style. A passage having been prepared beforehand and the difficulties elucidated, the actual reading lesson should be as little as possible interrupted by the teacher, and all long disquisitions on points suggested by the subject-matter should be avoided. At the end of every reading lesson the children should be questioned on the subject-matter individually, and should be trained to give individually and in their own words an account of what has been read.

Arithmetic.—Notation up to 1,000. Tables up to 12×12 and the 16 times tables to be constructed and learnt. Calculations and problems involving the application of the four simple rules, the principles of which will have been learnt in the infant classes. These calculations and problems should be worked both mentally and with the aid of concrete objects. In the latter part of the year work should be done regularly on paper, but the problems and calculations set should not take the children into numbers above 1,000.

Hand-writing and spelling.—The teacher should write two or three words on the blackboard, and the children should copy these on paper. The words copied should always be those which the children have recently seen at their reading lessons. Spelling being almost entirely a matter of the eye, the children should never be made to learn by rote long columns of words, and no spelling should be taught apart from the words contained in the writing and reading lessons. When the first difficulties of hand-writing have been mastered, children should be made to transcribe sentences from passages in the Primer which they have recently gone through in class.

Drawing and modelling.—The drawing of natural objects with chalk on blackboards should be continued, as also the clay modelling. This work should be kept in close connection with the nature observation work, the objects selected for drawing or modelling being invariably those with which the children are dealing in their observation lessons. Habits of observation are better cultivated by the thorough examination of a few objects than by a less careful examination of many ; therefore it is desirable that the children should be made to model the objects which they have been given to draw, and *vice versa*.

Composition.—The composition in this class should be entirely oral, and should consist to a considerable extent of the reproduction by individual children in their own words of the subject-matter of the reading lessons. Another method which may with advantage be employed is to give the class a short piece of narrative to read through to themselves, and then to require individual children to give the gist of what has been read. It should be remembered, however, that the teaching of composition does not mean more than the training of children to express what is in their minds. What is taught is not really assimilated, until it can be reproduced. Therefore the teaching of composition should form a part of every lesson given in the school. It is advisable

to set apart a certain amount of time for these lessons, but the principles which ought to underlie them and the object at which they ought to aim should be never lost sight of in any lesson.

Nature observation lessons.—

(a) A definite and systematic course of these lessons should be continued on the lines and principles laid down for the second-year infant class. The drawing and modelling work should be supplementary to and illustrative of these lessons.

(b) A class calendar should be kept in which the children's observations of all natural phenomena and plant-life should be regularly recorded.

1. *Natural Phenomena.*—Continuation of the work begun in the second year of the infant class. The observation of sunrise, dawn, sunset, day and night, shadow, the varying length of day and night.

2. *Plant life.*—Germination, the growing of beans, peas, mustard on damp flannel; the growth to be observed and sketched at every stage; the observation of the different parts of a plant, root, stem, leaf, blossom, fruit.

In these relations such common plants as the marigold or mustard, or climbing plants such as peas or convolvulus, should be shown to the class.

In rural schools lessons on the following should be included; Cereals, pulses, oilseeds, vegetables, sugar, straw, jute, hemp, bamboos, timber and spices.

Plants should be observed and talked about in relation to their natural surroundings.

Hygiene.—The object of this teaching is to try and impress upon the children some simple rules of health. If this teaching is to be of any value whatever, it must proceed, not merely by precept, but by example. The first essential then is that the teacher himself should be a man of healthy and clean habits; the second that the school should be well ventilated and scrupulously clean; the teacher should also insist that every child who comes to school must be clean and tidy. The lessons should take the form of talks on the following or similar topics :—

- (a) The necessity for personal cleanliness.
- (b) The necessity for keeping rooms clean.
- (c) The necessity for pure water, fresh air, sunlight and ventilation, the danger of shutting up sleeping-rooms.
- (d) The danger of insanitary and dirty habits, such as spitting.
- (e) The necessity of exercise.

SUPPLEMENTARY SUBJECTS FOR STANDARD I.

(a) *Elementary drill.*—Simple exercises. Special attention should be paid to exercises designed to counteract the effect of bad habits which may be contracted at school, such as sitting with the shoulders rounded and the chest contracted, etc.

(b) *Hand and eye training including drawing*—

(1) Drawing in pencil natural objects, the drawing of which in chalk has formed part of the compulsory curriculum.

(2) Modelling in clay natural forms, such as fruit and leaves.

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In addition to the above, *mat-work*, *basket-weaving* or *paper-folding* may be introduced, if considered desirable.

(c) *Arithmetic*.—More advanced work on the lines of the compulsory course.

(d) *Nature observation lessons—Animal life.*

See instructions (a) given under the head of "*Nature observation lessons*." A class calendar should be kept in which the children's observations of animal life should be regularly recorded.

Continuation of the lessons on the same lines as these prescribed for the second year of the Infant class, the treatment of the subject being slightly more advanced; the distinction between herbivorous and carnivorous animals.

Animals should be observed and talked about in relation to their natural surroundings.

STANDARD II.

Age about 9 years.

Reading.—The reading lessons should be continued on the lines laid down for Standard I. The stories contained in the Primer for this class should be written in the same easy narrative style as that prescribed for Standard I, and equally in this as in the lower class should the language used be such as is generally intelligible to all. The stories should be slightly more detailed and complex than those written for Standard I. In the case of rural schools the Primer should also contain short and simple descriptions of the chief crops, fruits, etc., of the district, the conditions under which they thrive, their value, use, etc. These lessons should be closely connected with the nature observation lessons, the observation lesson on a mango, for example, being followed by a reading lesson on the same subject. Stories of the more important events of Indian and English history should be included in the Primer.

Arithmetic.—Notation above 1,000. The children should continue to work, mentally, with the aid of concrete objects, and on paper problems and calculations involving the application of the four simple rules. They should also be taught the value of the various coins of the currency, and the weights and measures which are in use in villages. These should not be taught merely by rote. The children should be supplied with token coins, and they should be taught to work out reductions, etc., with these coins, before abstract reductions are attempted. When the children are able to make reductions in the concrete, sums which they have worked in this way may be expressed on the blackboard or on paper, and an easy transition thus made to abstract work. Similarly, with weights, an ordinary pair of scales (*toldari*) should, where possible, be provided, and the children, not only shown their use, but made to work out for themselves at the scales reductions from seers to chitaks, etc. Similarly, with land measurements, the children should be taken out of the school building and made to measure out for themselves bighas, cottahs and chitaks. The school building should be measured by the children under the guidance of the teacher, and the measurements recorded. Having thus mastered the meaning of weights and measures, they can, if their

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capacity and time permit, be made to work out abstract calculations. As regards land measure, the essential thing is that they should be able to measure land for themselves.

As regards "*Subhankari*," while it is recognized that various tables must be learnt by heart, their practical application should be insisted upon, and the arithmetical principles underlying them should be explained.

The course to be followed will include the following :—

Notation and numeration of *kará*, *gundá*, *buri*, *pan*, *chouk*, *káthá*, and *seer* up to 100. Tables of money, weights, and measures in common use, and simple problems thereon. *Sayá*, *deriyá*, *ariyá*.

Hand-writing and spelling.—The children should be taught to write by being made to copy words and sentences written by the teacher on the blackboard. They should also be made to transcribe passages which they have recently read in the Primer. Passages from the Primer should also be written out by the children at the dictation of the teacher, this exercise being varied by the occasional repetition to the children or the reproduction in the teacher's words of a story either told or read to them for the purpose of a composition exercise. When the children have acquired some facility in writing, the teacher should show to the class various specimens of hand-writing, and draw their attention to their peculiarities. If the teacher can in this way get the children over the initial difficulty of reading hand-writing, he should occasionally give them letters, and in the case of rural primary schools easy specimens of *kabuliyats*, *jamabandis*, *khassaras*, *pattas*, rent receipts, etc., to puzzle out in class and then read out individually. The difficulty involved in reading these documents can only be surmounted by practice and individual effort. A number of different *manuscripts* should therefore be distributed among the class, each child being given a different one. In connection with the hand-writing work, the rudiments of postal information should be imparted (*vide* Circular No. 85 of the Director of Public Instruction, Bengal, dated the 16th June 1905).

Drawing and modelling.—The drawing on blackboards and clay modelling should be continued on the lines laid down for Standard I, it being always kept in mind that this work is to be treated as supplementary to, and illustrative of, the nature observation work.

Nature observation work.—

(a) A systematic course of lessons on the lines prescribed for the lower classes should be continued, care being taken that these lessons supplemented and illustrated by the drawing and modelling work should lead up to the descriptive reading lessons about crops, etc., mentioned in the reading syllabus for this standard. Thus—to take an example of a natural object, which enters very largely into the children's lives, a mango,—by an observation lesson on a mango the several impressions which go to make up a child's total impression of the object should be analysed, and the relation of each to the whole brought out. By being made to model it in clay, he learns really to know its shape; in his reading lessons he learns something about the

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conditions under which it grows, its uses and value; and, finally, the mango can be made a subject of composition, either oral or written. If written, the composition should be illustrated and the faculty for memory drawing thus brought into play.

(b) A class calendar should be kept in which the children's observations of all natural phenomena and plant-life should be regularly recorded.

1. *Natural Phenomena*.—The observation of such phenomena as air, wind, evaporation, rain, the rainbow, dew, the action of water on land, etc.

2. *Plant-life*.—Continuation of the work prescribed for Standard I. Observation of roots, stems and leaves, with a view to their simple classification.

Plants should be observed and talked about in relation to their natural surroundings.

Composition.—The teaching of composition should be continued on the same lines and principles as are laid down for Standard I. The children should also occasionally be made to reproduce in writing what they have read or heard. As regards this, however, it must be remembered that the difficulties inseparable from writing hamper a child's freedom of expression, and that, while it is important that these difficulties should be removed, it is essential that they should not be allowed to check a child's natural expansiveness which should by this time have been developed into a certain power of expression. The easiest method of transition from oral to written composition is for the teacher to write on the blackboard at the children's dictation. This will enable him to explain the division of a passage into sentences. When the passage is written on the blackboard, the children should be made to transcribe it. Written composition however should be only an occasional exercise; oral composition must never be discontinued. Again, while neatness should be insisted on, children should not be allowed to stop and rule lines, etc. Such practices are, not only a waste of time, but they divert a child's attention and so hamper his power of expression. At these lessons excessive attention should not be paid to the formation of letters, etc., for this also tends to diversion. The main object of the lessons is, not the formation of hand-writing, but the development of the power of expression.

Poetry.—The Primer should contain pieces of simple but good poetry, and these should be learnt by heart by the children. Extreme care should be taken that no piece is included in the Primer which has not at least a strong claim to be considered poetry. It has been said "that learning by heart is valueless, unless in the process the memory is enriched with a store of beautiful thoughts, expressed in beautiful language, which will serve as a touchstone to the scholar's own method of expression and be a constant source of pleasure to him." When a piece of poetry has been selected for the class to learn by heart, it should always first of all be read aloud by the children individually. It should moreover always be learnt individually, and never dictated to the class and then repeated in unison. Such a device is the merest mechanical drill, and destroys any value recitation may have. It is not in the least necessary that all the children in the class should learn the same passages or the same amount of poetry.

Capacities vary, and few, if any, poems make the same appeal to all children. It is desirable therefore that, as far as circumstances permit, the poetry taught to each child should be adapted to his capacities and tastes.

Geography.—The aim of teaching geography in these schools is to enable the children to observe for themselves the chief physical features of their actual surroundings. It will probably not be possible to take the children very far in this direction; something, however, will have been gained if the children can be trained to an accurate apprehension of the spatial relation of the various divisions of their neighbourhood. It should be remembered that geography ought not be regarded as an isolated part of the curriculum. It is impossible, for example, to give rational teaching about natural products without treating of the kind of places in which, for example, a particular plant, etc., grows. The children will, for instance, be told that rice will not grow in a place where there is not plenty of water attainable. From this fact the teacher would naturally pass to the reason why water lies in certain parts of the village and not in others. If he is giving an observation lesson, it is not advisable for him to embark widely on side issues. The correct method is that one part of the curriculum should supplement the other. The aim of the school being to train children to observe intelligently what they see daily around them, the teacher cannot neglect altogether the most important physical features of the locality. A rational study of these, combined with instruction designed to make the children appreciate, to some extent, dimension and spatial relation can be made up into a system of geographical teaching, which, though limited, is both educationally sound and capable of almost infinite development. As a method of teaching dimension and spatial relation, it is suggested that the children should first of all be taught to notice the variation in the shadow of the sun cast by the school building at different times of the day. In this way they will learn by actual observation the cardinal points, and will thus get a fixed standard by which to arrange objects in the school, the play-ground and the immediate neighbourhood. They should then proceed to actual measurements—here the teaching can be brought into line with the arithmetic work,—and these measurements should first of all be done in a small area, and by a rough-and-ready method, such as stepping. Measurements by time should also, if possible, be practised, i.e., a child should be made to walk certain distances which he has already paced and the teacher should tell him how long he took to cover each. The next step should be to measure larger areas outside the school. When the child has acquired some fairly accurate idea of distance, he must be taught to represent what he has measured. This is a difficult step. The first plan drawn must be the plan of a small space, such as the school-room, and an easy and fairly efficient method of transition is to make the child step the space of which he is going to draw a plan, record his steps and then tell him that the length of his thumb-joint is to represent one step. When he has mastered the idea of drawing by scale, he should, if possible, be shown a map of a neighbourhood or

village, and gradually trained to draw plans of larger and more complicated areas, the goal being to be able to draw a large scale plan of the neighbourhood. For geography teaching the children should not be confined to the school buildings. It is essential that they should be taken out to walk distances and to see with their own eyes.

Hygiene.—These lessons should be continued on the same principles and lines as those prescribed for Standard I. The scope should be, if possible, slightly extended so as to include some information as to how simple complaints—wounds, snake-bites, burns, etc.,—should be treated, how a drowning person should be handled, and infection and contagion avoided, etc.

SUPPLEMENTARY SUBJECTS FOR STANDARD II.

(a) *Elementary Drill.*—More difficult exercises on the lines prescribed for Standard I.

(b) *Hand and eye training, including drawing.*—(1) Drawing in pencil natural object the drawing of which has formed part of the compulsory curriculum; the drawing of natural objects from memory should occasionally be practised.

In addition to the above, *mat-work, basket-weaving and paper-folding* may be introduced, if considered desirable.

(c) *Arithmetic.*—Revision of the work prescribed in the compulsory course, calculations and problems in connection with the compound rules.

(d) *Nature observation work—Animal life.*

See instructions (a) given under the head of "*Nature observation work.*"

A class calendar should be kept in which children's observations of animal life should be regularly recorded.

Continuation of the work prescribed for Standard I, leading to a consideration of the principal types of animal life. Vertebrate animals should be taken before invertebrate, and following order of treatment is suggested:—

Vertebrates.—Mammals, amphibians and fish, birds and reptiles.

Invertebrates.—Snail, bee, spider, lobster, earthworm, etc.

Animals should be observed and talked about in relation to their natural surroundings.

NOTE ON SCHOOL GARDENS.

In connection with the study of plant-life, the importance of which has been insisted upon in the syllabus, the provision of school gardens should be considered as most desirable. Where a garden is impossible, plants should be grown in boxes or pots. The attention of school managers, teachers and others is invited to the following extract from some remarks on school gardens made by Mr. F. G. Sly, Officiating Inspector-General of Agriculture in India:—

"The master must use real objects, in order to cultivate in the child the habits of observing and thinking. In this matter, school gardens are of primary importance. I recognize the difficulties that in some parts stand in the way of providing each rural school with a garden, but these might be overcome more often than they are. Where this is impossible, a very great deal can be accomplished by growing plants in boxes and pots. The right use of a school garden or school pots is not always enforced. I have seen school gardens in which the whole of the work was done by the school watchman, and which served the sole purpose of growing a few English vegetables for presentation to an inspecting officer. The best school gardens visited by me serve the

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useful purposes of beautifying the school surroundings and of giving some manual training to the children, but even these objects are of secondary importance. The real object of a school garden should be to supply materials for object-lessons in which the pupils can study the growth of plants. It should be a garden where 'nature is studied in its relations to the child, from the child's stand-point, by the teacher with the children.' If there is not room for each child to grow his own patch, each class should jointly cultivate its own plot, not in order to produce the best results, but to observe and study plant growth. Under the guidance of the teacher, the child should observe the parts of a seed, the plant food in it, the process of germination and the conditions necessary for it. In each stage of the growth of the plant he should pull up a specimen and observe the roots, their uses and their growth; the stems, their uses and structure; the leaves, their uses, and structure; the flowers, their parts and uses, and methods of fertilization; the fruits and seeds, their formation and uses, methods of disposal and the like. He should observe the soil and its composition, the effect of plant food and manures. The garden should be deliberately used to give object-lessons in failures as well as in successes in connection with soils, drainage, manures, weeds and the like. School gardens need by no means be expensive; a portion of the school compound can often be utilized, and the commonest seeds obtained free in the village are as useful as those purchased from a merchant. In any case, the cost of growing some plants in pots and boxes is infinitesimal. Plants collected from the roadside and cultivator's field can never take the place of a school garden. The child must *do* the things himself; he must sow his own seed and observe the growth of his own plants.

(b) SYLLABUS OF STUDIES FOR GIRLS' SCHOOLS.

See Chapter VIII—Female Education (page 385).

5.—BIFURCATION OF STUDIES.

Bengal C. I.
Genl. Dept.,
No. 1632
April 1900.

1. In 1883 the Education Commission recommended that in the upper classes of high schools, there should be two divisions—one leading to the Entrance examination of the Universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits. The Government of India were of opinion that the bifurcation of studies recommended by the Commission was of special importance. Practically nothing, however, has been done in Bengal.

2. The matter has now come before Government in a report submitted by Mr. J. S. Slater, Principal of the Civil Engineering College, Sibpur, embodying the result of his inspection during 1898 of different technical schools in this Province. His object apparently is to modify the existing course of instruction, and thereby enable parents to have their sons prepared either for the Calcutta University examinations, or for the Engineering profession. The Director, however, recommends that the course of studies in a zilla or high school may be so arranged that boys may be educated either to proceed towards the various courses prescribed by the Calcutta University, or towards almost all forms of practical, industrial, and commercial pursuits, and not merely towards the engineering trades and profession as proposed by Mr. Slater. It appears that there are certain forms of technical or practical education which have already been provided for

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in the present system of education, and hence the directions in which future efforts should be made seem to be the following :—

- (1) The continued development of education required in the various branches of engineering, &c., such as Mechanical, Civil, Electrical, and Mining Engineering, and also in what may be called the building trades.
- (2) The development of education required for the promotion of the various forms of industry, particularly such as are dependent on sciences other than those which are required in the subjects specified under (1).
- (3) The education of those who will devote themselves to commerce as distinguished from those who will apply themselves to manufacturing industries.

3. What appears to be the most desirable aim is that a common course should be devised for the modern sections of the first and second classes of zilla schools which all students would join who intend to follow the practical pursuits indicated above, and that at the end of this course they should be allowed to specialise, according as their choice may decide, whether it be for an engineering or for a commercial life. The following statement shows (A) the general subjects at present taught in the first and second classes of zilla schools ; (B) the subjects which Mr. Slater wishes to teach in the proposed first and second classes leading up to Sibpur, and (C) the subjects which it would be easy to teach as a preparation for practically all the kinds of technical education referred to in (2) and (3) in paragraph 3 above :—

	English.	Second language: Sanskrit, Persian, etc.	Mathematics: Arithmetic, Algebra, Geometry.	History and Geography and Science Primer.	Drawing and Practical Geometry.	Mensuration, Elementary Engineering and Surveying.	Science: Elementary Chemistry or Physics.	Manual training.
1	2	3	4	5	6	7	8	9
A. As at present taught in zilla schools.	English	Second language.	Mathematics	History and Geography and Science Primer.	Drawing ...	Nil ...	Nil ...	Nil.
B. As proposed by Mr. Slater to lead up to Sibpur.	English (modern only).	Nil ...	Ditto ...	Nil ...	Drawing and Practical Geometry.	Mensuration, Elementary Engineering and Surveying.	Nil ...	Manual training.
C. Proposed modern or practical section to lead up to all industries, commerce, etc.	Ditto ...	Nil ...	Ditto ...	History and Geography and Science Primer.	Ditto ...	Nil ...	Elementary Chemistry and Physics.	Ditto.

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The Director accordingly recommends the opening of classes in certain schools for the instruction of B and C Courses.

4. He reports that the leading merchants of Calcutta, with whom he had a conference, advocate the introduction of these courses, as this would give them better clerks than those they now get. It is also gratifying to find that the heads of private colleges in Calcutta are willing to add the new classes to the institutions under them. The Lieutenant-Governor has therefore much pleasure in directing their introduction in the following schools in Bengal with effect from the 1st January 1901, with the modification that manual training should be omitted from the O Course, mensuration and mechanics being substituted in its place. Accordingly the B class should be opened in the schools at Ranchi, Comilla, Mymensingh, Bankipur, Rangpur, Midnapore, Barisal, Dacca, and Pabna, and the C class at Hooghly, the Hare School in Calcutta, the Government schools at Uttarpur, Dacca, and Bankipore. To carry out this scheme, the following proposals, which have been made by the Director are approved with the provisos mentioned in paragraph 12 of your letter and enumerated below :—

- (1) The affiliation of the technical school to the zilla or high school in those districts in which both exist.
- (2) Bifurcation of the first and second classes of such school into a literary or classical, and a modern side.
- (3) The teaching, on the modern side, of subjects which will fit the boys to follow either engineering, industries, or commerce as their future career.
- (4) The institution of a Final School or Leaving examination to test boys who have passed the modern side of a zilla or high school, and the grant of certificates of passing such an examination.
- (5) The provision of the means for further special education for two years for boys who have passed through the modern side of a school, designed to prepare them for following commerce, industries, or engineering as their future career.
- (6) The institution of examinations for testing the progress of boys who have taken up these further courses and the grant of certificates for passing such examinations.

5. The higher instruction of students who pass the B course examination is already provided for at the Sibpur Civil Engineering College, and thus it will be necessary only to open special classes in certain selected colleges for the further education of those boys who have passed through the C course. The subjects to be taught in these classes would be—

- (1) English (modern), and especially English correspondence, including commercial correspondence, and letter-drafting and *précis*-writing.
- (2) Mathematics.
- (3) Elementary Science (Chemistry and Physics).
- (4) Physiography.

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- (5) Commercial History and Geography.
- (6) Drawing.
- (7) Penmanship.
- (8) Book-keeping.
- (9) Type-writing.

It is the express desire of the Chamber of Commerce that special pains should be taken to inculcate in the students honesty, honour, and truthfulness.

The course would last two years, and the examination at the end would be the equivalent of the F.A. in the literary course.

6. The Lieutenant-Governor is most anxious that the examination for both standards should be conducted by the University, and he trusts this will be arranged; but in the event of this being found impracticable, Government is prepared—

- (1) to institute two examinations—the first, a Final School or Leaving examination, to be held at the end of the two years' course on the modern side in Entrance schools which introduce the commercial course; and a second or a Final examination for the commercial course only at the end of the two years' course in the special classes which it is proposed to open;
- (2) to accept the First or Leaving Certificate as equivalent to an Entrance Pass certificate for obtaining Government employment and for all public examinations (excluding the University examinations); and the Final Certificate as equivalent to the F.A. Pass certificate, as, for instance, in the Muktearship examination or other examinations of a similar nature and for obtaining Government employment.

(a) SYLLABUS FOR B AND C CLASSES.

B COURSE—SECOND YEAR

SYLLABUS OF INSTRUCTION IN ELEMENTARY ENGINEERING.

[Notification No. 3594Edu., dated the 1st January 1901, by the Govt. of Bengal, General Dept.]

1. Materials used in building construction—

Brick.—(1) Classification of bricks as made by Public Works Department, Bengal.

(2) The clay for brick, its chemical constitution, preparation of the clay, moulding bricks, drying the bricks, burning in kilns, in clamps, sorting

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the bricks, colour of bricks, qualities of good bricks, size of bricks, firebricks and their weights, their crushing strength and absorbing power, fireclay.

Tiles; flag tiles and pan tiles, encaustic tiles; terracotta, stoneware, glazing bricks.

Stone.—Durability, facility for working, hardness, strength, weight. Classification of stones; practical and geological agents which destroy stones; preservation of stones; artificial stones, quarrying and blasting. Names and quarries of principal Indian stones.

2. Mortar, plaster, cement and concrete—

Lime.—Quicklime, slaked lime, hydraulicity of lime mortar used in Bengal. Classification of lime; source of lime; burning limestones; slaking; mixing mortar; the use of mortar; the quality of mortar; the strength of mortar; precautions in using mortar grouting; testing mortar; hydraulic lime; cement; Portland cement; strength of Portland cement plaster used in Bengal. Different kinds of sand concrete; proportion of ingredients in concrete, whitewash.

Wood.—Timber trees. Trunk of a full-grown tree, and the names of the different parts; growth of a timber tree; time of felling; the seasoning of timber; decay of timber; preservation of timber; characteristics of good timber; defects in timber; principal timber trees of the Bengal Presidency.

Metals:—

Iron.—Iron ores; smelting of an iron ore; pig-iron, cast iron, wrought-iron; steel tempering; case-hardening; forging and melting; characteristics of cast-iron, wrought-iron and steel; corrosion and preservation of iron.

Alloys.—Soldering; soft solder; hard solder; copper, lead cast-lead, zinc-galvanizing.

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B COURSE—FIRST YEAR.

SUBJECT.		Number of hours a week.	General outline of course of instruction.
1	2	3	4
Mathematics ...	Arithmetic, Algebra, and Geometry with the 2nd class of the zilla school.	6	The same as followed in the 2nd class of zilla schools.
Modern English ...	With 1st year C Course.	5	The same course as for 1st-year C class with the exception of précis-writing and commercial correspondence.
Drawing and Practical Geometry.	With 1st year C Course.	5	As in Harrison and Baxandall's Practical Plane and Solid Geometry, Chapters I to VI, inclusive. Also freehand drawing from models.
Elementary Chemistry and Physics.	With 1st year C Course.	4	Roscoe's Chemistry (Science Primer).
Elementary Engineering.	Taught in the affiliated Technical School.	3	As in Burrell's Building Construction and Drawing, Chapters I to IV, inclusive.
Manual Training ...	In Technical School Workshop.	5	As in Mitchell's Forty Lessons in Carpentry, Workshop practice supplemented by special instruction in the care and sharpening of tools and making the more important joints, illustrated in Burrell's Building Construction, Chapter on Carpentry.

B COURSE—SECOND YEAR.

Mathematics ...	Arithmetic, Algebra and Geometry.	6	The same as followed in the 1st class of a zilla school.
Modern English ...	With 2nd year C Course.	6	The same as for 2nd year C Course.
Drawing and Practical Geometry.	With 2nd year C Course.	4	As in Harrison and Baxandall's Practical Plane and Solid Geometry, Chapter VII to end. Also freehand drawing from models.
Elementary Chemistry and Physics.	With 2nd year C Course.	4	As in Elementary Course of Practical Science, Part I, by Hugh Gordon.
Elementary Engineering.	Materials used in building construction as taught in affiliated Technical School.	3	As in Burrell's Building Construction, supplemented by the teacher as per detailed syllabus.
Mensuration ...	With 2nd year C Course.	2	As in Elementary Mensuration for Indian Schools, Part I, by A. E. Pierpoint.
Manual Training ...	In Technical School Workshop.	5	Further instruction in Carpentry Joinery and Wood-turning, as in Unwin's Exercises in Wood-working for handicraft classes and in Burrell's Building Construction, Chapters on Carpentry and Joinery.

Surveying to be taught for one month in the year and preferably at the end of the Course. Field work, 10 to 15: Plotting 3 to 4 daily.

Bifurcation of Studies.

C COURSE (REVISED).

SYLLABUS OF STUDIES FOR C CLASSES IN COLLEGIATE AND ZILLA SCHOOLS.

[Notification No. 1271T.—G., dated the 18th July 1906, by the Govt. of Bengal, General Dept.]

FIRST YEAR.

D. P. I.
No. 7285, &
July 1906.

SUBJECT.		Number of hours a week.	General outline of course of instruction.
1	2	3	4
Mathematics ...	Arithmetic, Algebra and Geometry.	8	With the 2nd class of a zilla school.
Modern English ...	.....	8	No fixed text-book; boys to be exercised in translation, re-translation, dictation, grammar, parsing, etc. They should be required to write short essays and letters on easy subjects, and to reproduce in their own words stories which have been read to them.
History and Geography.	English and Indian Histories, and General Geography.	4	The same text-book as that prescribed for the 2nd class of a zilla school.
Drawing and Practical Geometry.	With the 1st year of the B Course class.	4	As in Harrison and Baxandall's Practical Plane and Solid Geometry, Chapters I to VI inclusive. Also Freehand-drawing from models.
The Vernacular of the district.	.....	2	The study of some standard work in the Vernacular of the district.
Drill ...	.....	2	.....

SECOND YEAR.

Mathematics ...	Arithmetic, Algebra, Geometry and Mensuration.	9	With the 1st class of a zilla school. Mensuration as in Elementary Mensuration for Indian Schools, by A. E. Pierpoint, Part I.
Modern English ...	.....	9	On the same lines as in the 1st year C class, but more advanced.
History and Geography.	English and Indian Histories, and General Geography.	4	The same text-book as used in the 1st class of a zilla school.
Drawing and Practical Geometry.	With the 2nd year of the B Course class.	4	As in Harrison and Baxandall's Practical Plane and Solid Geometry, Chapter VII to end. Also Freehand-drawing from models.
The Vernacular of the district.	.....	2	On the same lines as in the 1st year C class, but more advanced.

(b) AFFILIATION OF TECHNICAL SCHOOLS TO HIGH SCHOOLS.

THE following rules are laid down for guidance in those cases where "B" and "C" classes are opened in the first and second classes of zilla or high schools. The "B" classes are intended to lead to engineering, &c., pursuits, and the "C" classes to commerce, trade, and industries generally:—

- (1) In the stations in which both a collegiate, zilla or high school and a technical school exist in close proximity, the latter may be affiliated to the former.
- (2) Before affiliation takes place, a technical school must be able to show to the satisfaction of the Education Department that it is well equipped with machinery, appliances, etc., and that it has a competent staff for teaching the "B" classes, and that its money grant is sufficiently large to cover the cost of materials for the practical work of the students.
- (3) District Boards and Municipalities should give every assistance towards the affiliation of technical schools under their control with the local collegiate, zilla or high school.
- (4) Every proposal for affiliation requires the sanction of Government, which should be obtained through the Director of Public Instruction.
- (5) Students of the high schools (irrespective of class), who may elect the B course, will be instructed in the technical schools in Elementary Engineering and Carpentry. In the same way students of the technical schools will be instructed in the high school in English, Mathematics, and Elementary Science.
- (6) The two years' course of training in the "B" class is intended to teach up to the standard required of apprentices of the Sibpur College at the end of their first year of study. An extra year's study will be required before the passed "B" class students can be trained up to the Sub-Overseer's standard.
- (7) Students of the "B" class after passing the Final examination held at the end of the course in the first class, i.e., at the end of the two years of attending "B" classes, may be admitted into the second-year class of the Apprentice Department of the Sibpur College, provided accommodation is available.
- (8) The new "B" classes are in no way connected with the University Engineering examination, and students in these classes have no claim for admission into the Engineering Department of the Sibpur College.

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- (9) In those zilla or high schools in which "C" classes are to be or have been opened, as a rule, the staff teaching the Calcutta University Entrance course will be competent to teach the "C" classes, provided that any teacher on the staff can teach Science and Drawing. Every encouragement will be given by Government in the matter of opening "C" classes in Government high and aided schools. The opening of "C" classes in Government high or aided schools requires the sanction of Government, which should be obtained through the Director of Public Instruction. The "C" classes are to be held in the first and second classes of high schools.
- (10) The Final examinations of the "B" and "C" classes are considered by Government to be equivalent to the Entrance examination. The Calcutta Chamber of Commerce has stated that a student who has passed the examination at the end of the C course will be considered for the purposes of employment equal to an Entrance-passed student.
- (11) The students of the "B" and "C" classes will be examined separately at the end of each year of their training.
- (12) The subjects prescribed for the "B" and "C" classes in high schools are laid down in the Government Notification No. 3594 Edn., dated 1st January 1901, published in the *Calcutta Gazette* of 2nd January 1901.
- (13) After passing the examination of the first-class B course, students can join either the third-year class of an ordinary technical school or the second-year class of the Apprentice Department of the Sibpur College (provided accommodation is available), and, similarly, after passing the examination of the first-class C course students will be able to join classes designed to fit them for following commerce, industries, etc., which classes will be considered equal to the F. A. classes of the Calcutta University. This course will last for two years, and an examination will be held at the end of it, and the passing of this examination will be held by Government to be equivalent to having passed the F. A. examination.
- (14) The examinations will for the present remain under the control of Government. A Board of Examiners will be appointed to conduct the examinations in consultation with the University of Calcutta.

Scholarships.—Six scholarships of the second grade and eight scholarships of the third grade are awarded on the results of the B and C examinations.

(c) **CONSTITUTION OF A BOARD FOR THE CONTROL OF OVERSEER AND SUB-OVERSEER EXAMINATIONS.**

(Notification No. 1996, dated the 20th March 1908, by the Government of Bengal General Department.)

THE following gentlemen are appointed to be members of the Joint Technical Examination Board in order to control and consolidate the Overseer and Sub-Overseer Examinations in the Provinces of Bengal and Eastern Bengal and Assam :—

- | | |
|--|------------------------------|
| 1. Chief Engineer, Roads and Buildings
Branch, Public Works Department,
Bengal | <i>Ex-officio President.</i> |
| 2. Mr. W. H. Everett, Professor of Mechanical and Electrical Engineering, Civil Engineering College, nominated by the Board of Visitors of the Civil Engineering College, Sibpur ... | } <i>Members.</i> |
| 3. Mr. F. Walford, Head Master, Bihar School of Engineering, nominated by the Board of Visitors of the Bihar School of Engineering ... | |
| 4. Superintending Engineer, Eastern Bengal Circle, representing the Public Works Department, Eastern Bengal and Assam | |
| 5. Head Master, Dacca School of Engineering, representing the Dacca School of Engineering ... | } <i>Ex-officio Members.</i> |
| 6. Principal, Civil Engineering College, Sibpur | |
| | <i>Ex-officio Secretary.</i> |

The nominated members will hold office for three years.

2. The duties of the Board will be to control the Overseer and Sub-Overseer Examinations in Bengal and Eastern Bengal and Assam, these duties being more specifically—

- (a) to appoint Examiners for these Examinations ;
- (b) to receive the reports of the Examiners ;
- (c) to issue to successful candidates certificates signed by the *ex-officio* President of the Board ; and
- (d) to notify the results of the Examinations to the Governments of Bengal and Eastern Bengal and Assam, sending copies for information to the Boards of Visitors of the institutions concerned.

3. The Board will also issue, in the manner prescribed above, the certificates which are awarded at the end of the 18 months' practical course at the Civil Engineering College, Sibpur, which follows the Overseer Examination. In the event of the Dacca or Bihar School of Engineering making arrangements for a similar course, a like procedure as regards the issue of certificates will be followed.

4. It will be the duty of the Board to advise the Governments of Bengal and Eastern Bengal and Assam with reference to the syllabuses of studies to be followed in the Overseer and Sub-Overseer classes.

(d) COMMERCIAL CLASSES IN CALCUTTA.

See Chapter XI.—Technical and Professional Education (page 445.)

6.—COURSES OF STUDY.**A.—IN ARTS COLLEGES.**

The course of studies for the various Arts Colleges affiliated to the University are prescribed from time to time by the University.

B.—IN HIGH SCHOOLS.

In the first four classes of High Schools English is the medium of instruction, Sanskrit and other languages being taught as second languages.

In the classes below the 4th, in all Government and aided High Schools, the vernacular of the district is the medium of instruction, English being taught as a second language only from the B section of the 7th class. The lower classes of these High Schools are to correspond to the several classes of Middle and Primary schools.

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Cir. No. 8 of
June 1901.

The subjoined tabular statement shows accurately the classes of high, middle, and primary schools which correspond, in educational standard, to the new standards under Government Resolution No. 1 of 1st January 1901:—

High School.	Middle School.	Upper Primary School.	Lower Primary School.	New standards under Government Resolution No. 1 of 1st January 1901.
1	2	3	4	5
Class I (Entrance class).	.....	.....	.....	.....
" II ... ..	.....	.....	.....	.....
" III ... ..	.....	.....	.....	.....
" IV ... ..	.....	.....	.....	.....
" V ... ..	.....	.....	.....	.....
" VI	Class I ... ..	.....	.....	Standard VI.
" VII (Section A).	" II ... ..	.....	.....	" V.
" VII (Section B).	" III (Upper Primary class).	Class I (Upper Primary class).	.....	" IV.
" VIII (Section A).	" IV	" II ... ..	.....	" III.
" VIII (Section B).	" V (Lower Primary class).	" III (Lower Primary class).	Lower Primary class.	" II.
" VIII (Section C).	" VI	" IV (A class of Lower Primary School).	A class ...	" I.
Infant class ...	" VIA (B class of Lower Primary School).	" IV (B class of Lower Primary School).	B " ...	Third-year of infant class.
Ditto ...	" VIB (C class of Lower Primary School).	" IV (C class of Lower Primary School).	C " ...	Second-year of infant class.
	" VIC Infant class	" IV (Infant class)	Infant class ...	First-year of infant class.

Teaching.

2. It is strongly advised, that all schools should accept the arrangement set forth in the above statement, with such slight modifications in the number of classes of individual schools as may seem necessary to the Head Masters. Such modifications will, of course, be made on the responsibility of the officers departing from the approved scheme.

3. It should be noted that English can only be first taught (as a second language) in standard III, which corresponds to class II of upper primary schools, or class VI of middle schools, or class VII (Section B) of high schools, and it is only then and for some time to be taught as a second language, i.e., up to, and including, standard VI, which corresponds to class I of middle schools or class V of high class schools. English can then be the medium of instruction in class IV and upwards of high English schools, while in all the lower classes, from the 5th, the medium of instruction (except in the subject of English) should be the vernacular.*

4. It is not intended that ordinarily infants should go at once to high or middle schools, unless such schools are prepared to establish an "Infant Department" of such schools as indicated in the tabular statement in paragraph 1. Infants are expected to be taught in the primary schools or in infant schools and to receive their first training in such schools.

7.—TEACHING.

(a) CULTIVATION OF ACCURACY AND THOROUGHNESS IN INDIAN STUDENTS.

A most serious and far too common defect among Indian students in present times is want of accuracy and thoroughness in their work. There is a careless, slipshod, untidy air in all they do and in all they say, and, as hardly any steps are taken to root out the habit at school and at home, it clings to them throughout, telling eventually on their future efficiency as members of the various professions. That the test of public examinations which they pass, does not provide adequate safeguard against it, is a fact generally admitted. Taking the Entrance Examination, for example, the present system of valuing answer-papers tends rather to encourage carelessness and inaccuracy. Marks are subdivided into small fractions among the various points which are likely to make up the complete answer to a question; and even the most ill-prepared lad, with no clear notion of what he is about, is sure to win the pass-marks if only he accidentally hits upon some of these points, no matter how ridiculous his ignorance of the other points may be. Thus in naming the cities on the banks of the Ganges, for instance, supposing the full value of the question is 4 marks and the Examiner expects eight cities to be named, he would award half a mark to each name; and a candidate naming only six such cities as *Cawnpur*, *Patna*, *Rangoon*, *Delhi*, *Haiderabad* and *Colombo*, would get credit to the extent of one mark which is just what he requires to enable him to pass

Bengal Govt.,
Genl. Dept.,
No. 2369, 9
31 July 1902.

D. P. I.
Cir. No 163, 4
14 Sept. 1904.

* English, however, is not to be taught in a purely primary school, upper or lower, though it may be taught in the upper primary department of middle and high schools.

Teaching.

in Geography, so far as that question is concerned. People connected with education will admit that the above is by no means an exaggeration. And when it is remembered that, except in the papers on English, the candidate is understood to suffer no deduction of marks on account of bad grammar, hideous spelling and absurd logic, the gravity of the situation may be easily imagined.

2. The measures that suggest themselves as likely to prevent the evils pointed out above are various and have no doubt struck every thinking mind. But they are so very important that they may bear repetition in a consecutive shape, in order that all connected with the education of children in this country may heartily co-operate, with a view to ensure the early formation of the habits of thoroughness, accuracy and tidiness.

3. Thoroughness and accuracy depend in a great measure upon tidiness. When an exercise is full of blots, when the handwriting is bad, mistakes in spelling and grammar cannot easily be detected. Every effort should, therefore, be made to make a child tidy—not alone in his school exercises, but also in his general outfit. No child should be allowed to come to school dressed in such a way as to interfere with the free movements of his limbs, whether in the class-room or on the play-ground. He must come with everything necessary for the day's work,—the text and exercise books, pen and pencil, all in neat and working order, so that he may never have the occasion to defend his inactivity with some such excuse as "Sir, I have forgotten to bring my pencil to-day."

4. Drill and manual training, recently introduced into the curriculum of all classes of schools, are very important adjuncts for ensuring the habits of accuracy and thoroughness. But it is feared neither parents nor teachers, nor the children themselves, have yet taken kindly to these subjects, especially the latter, which, as an optional subject, is not properly attended to. A belief has most unwarrantably spread itself in many quarters that manual training means basket-weaving and other menial drudgery which is considered too low for the children of gentlemen to learn. Teachers and other educational officers are the fittest persons to dispel this pernicious illusion, and examples in these matters ought to be first set by the zilla schools. What a highly educative value there is in such manual occupations as stick-laying or paper-folding, training the hand and the eye of the child, calling forth his creative energy, familiarising him with a variety of geometric figures and their properties, may be best shown to the people by patiently keeping the children engaged in them at school for a few hours in the week. It may be hoped that teachers and inspecting officers will now devote more attention to this most important kindergarten occupation while teaching and examining the infant classes than heretofore,—not as a mere form or routine work, but as a subject in which they themselves take a keen interest and from the teaching of which they are determined to derive the expected results. As regards drill, less attention should be given to marching and military evolutions generally and more to physical exercises of the Sandow kind. Habits of accuracy are also likely to be promoted by easy experiments

Teaching.

in physical science and by collection and examination of plant and animal structures.

5. Equally important with manual work is drawing, the practice of which, if properly pursued, is sure to foster tidiness and thoroughness. As drawing is a compulsory subject up to the sixth standard, and practically compulsory, at least for the better portion of boys, up to the Entrance stage, no detailed comments seem to be needed on its teaching, except that it will perhaps take some years yet to get the requisite number of teachers qualified to teach it in all classes of schools and equip them with the necessary models and patterns—ends which the Department has been strenuously trying to accomplish as quickly as possible by opening guru-training schools, including drawing in the curriculum for vernacular training schools, taking proficiency in drawing into account in the award of junior scholarships, and devoting large sums to the purchase of apparatus, year after year.

6. Allied to drawing are calligraphy and map-drawing. That many boys write an abominably bad hand, and that hardly any care is taken to improve it, are facts too well known. As a rule, no teacher should be placed in charge of the handwriting of boys who himself does not write a good hand. Copy-books, both English and vernacular, should be largely used, where this can be done without causing hardship to the boys. The use of ruled paper, indispensable at the outset, should be discontinued as soon as the child is expected to be able to write in straight lines under the guidance of his eyes alone. In handwriting, instead of the pupils writing out a new piece daily, they should be directed to repeat an exercise till the defects pointed out are got rid of. The exercises should not be too long, nor should small boys be expected to attempt too large a size of letters.

7. Map-drawing is a very important school occupation. The boys should start with making plans of school-rooms and other familiar places by actual measurement, and proceed thence, step by step, to maps of villages, districts and other larger geographical units, inserting lines of latitude and longitude where necessary. Detailed hints will be found in any good book on the art of teaching. The matter is referred to here simply because it materially helps in securing accuracy and neatness.

8. The use of slates, though recommended on the ground of economy, ought to be judiciously restricted, if not dispensed with altogether, as likely to encourage an untidy and inaccurate habit, it being so easy to rub out wrong work as often as one finds it necessary. Paper and lead pencil, or paper and pen and ink, are the best writing materials that can be used from the lowest stage. When slates are used, the teacher should see that they are kept clean, and that the boys never acquire the dirty habit of spitting on them to rub out work.

9. The very demoralising influence of printed keys, guides, abstracts and other similar literature must have been felt by many; but it is much to be regretted that they are coming even into greater use than before. By keys are meant not the commentaries on classical works which are suggestive and critical, but those wretched prints which encourage the habit of cramming, which, by dispensing with the necessity for consulting dictionaries, strike at the root of self-help, and

Teaching.

habituate the learner to idleness, to accepting facts at second hand, to memorising without understanding. No doubt such conditions are fostered to some extent by the existing system of examination; but a teacher alive to his responsibilities ought always to counteract the evil as far as it lies in his power, and he should try to enlist on his side the sympathy of the guardians of the students. Let printed keys be strictly proscribed from the junior classes at least; let every boy write out his own key by consulting dictionaries, the teacher taking the trouble of correcting it from time to time; let him make summaries and tabular statements of his historical and geographical text-books; and let him depend on these alone for the purpose of getting through his lessons. He will not then fail to acquire imperceptibly the habits of thoroughness and neatness. He should also be encouraged to read books not actually prescribed for the class to which he belongs, but in going through which, by his unassisted efforts, he may add to his stock of knowledge and acquire the habit of self-dependence. Inspecting officers should make it a point to enquire into this when examining classes. With a similar purpose, and as a means of widening the interests of students, the starting of debating clubs under the guidance of competent teachers should be encouraged with the restriction that religion and practical politics should be excluded from discussion.

10. The same end should be kept in view in teaching the other subjects also. Recitation of poetry should be a regular part of the school programme. In Mathematics the testing of the accuracy of answers should be insisted on, the different steps should be neatly and logically put down in the working out of a sum, and not allowed to be slurred over, as is often the case; the geometrical figures should be neatly drawn. In Grammar more attention should be paid to analysis, to the logical connection among the different parts of a sentence, to composition of sentences and word-building than to mere technicalities, and in the early stage of a student's education this should be done in the student's own vernacular. In short, in everything, care should be taken to see that the boy has read honestly and intelligently, and, if he has done that, it must follow that he will be habitually neat and accurate.

11. Much depends upon the teacher. If he leaves a single mistake unchallenged, he creates thereby a permanent impression upon the boys' mind that it is no mistake. All exercises, therefore, should be scrutinized very carefully. It is better that the boys should have no exercise than that such exercises should be perfunctorily examined.

12. Whatever be the system of marking observed in public examinations, the school examinations may be conducted on a better plan. Here a negative system may be safely adopted, a system, that is, under which an answer which, though hitting the mark here and there, is absurd in its entirety, should not only render the boy liable to the forfeiture of the full marks allotted to that question, but also to deduction, if necessary, from what he may have won by answering other questions. This will inevitably tend to make him more careful about what he reads and writes.

13. The teacher must also show by example what accuracy and tidiness are. The school-house, its books and furniture, its records and

Teaching.

surroundings, should be kept scrupulously clean. Everything should be in its proper order, for order is beauty and the perception and appreciation of beauty create the habits of neatness and accuracy.

(b) LECTURES ON TUBERCULOSIS.

As the delivery of lectures on Tuberculosis (consumption) appears to be very useful, it is desirable that arrangements should be made for the delivery of such lectures not only to the students of Sanitary Science, in the Colleges where lectures on that subject are given, as suggested by the Inspector-General of Civil Hospitals, but also to all the students in the Colleges, as well as those in the attached schools.

D. P. I.
Cir. No. 89, 4
8 March 1904.

No. 2143, dated the 9th February 1904, from Inspector-General of Civil Hospitals, Bengal, to D. P. I.

THE British Medical Congress, at their general meeting held in July 1901, suggested the adoption of measures for the prevention of the spread of Tuberculosis. Thereupon, at the instance of Government, my predecessor, Colonel Hendley, prepared a leaflet containing instructions, on the subject, for distribution to literate Tuberculous patients attending public dispensaries. This was translated into the vernaculars and distributed to all Medical Officers in Bengal, with the request that attempt should be confined for the present to the case of patients at Municipal or Head-quarters' Dispensaries, and that every suitable opportunity should be taken to impress on them the fact that the disease is conveyed by expectoration, and that they should, therefore, be careful not to spit on the floors of houses or vehicles, and should, if possible, destroy the sputa. I have the honour now, at the instance of Government, to request the favour of your issuing a Circular to the Principals of Colleges and Schools, where lectures are delivered on Sanitary Science, asking them to arrange for the delivery of one or two lectures on Tuberculosis (consumption), setting very clearly before the students the fact that the disease is contagious, and is often communicated by the habit of spitting indiscriminately. It is the desire of Government that the people should be educated, as much as possible, in this subject, and I think this cannot be better accomplished than by imparting knowledge on the subject to the students who are the rising generation of the people.

Consumption.

Consumption kills many persons. The disease generally comes on slowly, but is sometimes very rapid in its course. It usually begins with dry cough, a little evening fever, short breath, and feebleness after exertion. Then the patient begins to spit phlegm and, perhaps, later on blood. His troubles get worse and night sweats come on, and he wastes away, and cannot sleep on account of the cough, and eventually dies. The best chance of ease for him is to live as much as possible out of doors, and to sleep in a dry place in the open air. He should not sleep in a crowded room or with any other persons.

Teaching.

Consumption is spread chiefly by the bad habit of spitting. Therefore, in order not to affect others, the patient should be careful not to spit in the house, or in public vehicles, but should try to spit into an earthen pot or something which will enable the expectoration to be burned in the fire. In this way his friends and relatives as well as other people may escape getting the disease.

(c) TEACHING OF POSTAL INFORMATION.

Circular No. 102, dated the 3rd September 1894, by the Director of Public Instruction.

D. P. I.
Cir. No. 102, 7
3 Sept. 1894.

I HAVE received a communication from the Postmaster-General, Bengal, in which he urges the advisability of diffusing the rudiments of postal information among the people by means of the schools of the Province.

The following extracts from his letter explain its purpose:—

“It has been found that, owing to insufficient and improper addresses, thousands of articles find their way into the Dead Letter offices or are mis-sent, and it is hoped that, if pupils have the rules explained to them, and are taught how to address letters, much will be done towards spreading useful postal knowledge among the rural population.

“I enclose herewith two copies of a summary of postal information and an abstract of the same in sheet form, which, in addition to giving the usual postage rates, illustrates in a clear manner the different modes of addressing articles for transmission by post; and shall feel obliged if you will let me know if you will co-operate and help in securing the diffusion of the information contained in the summary to students and school-boys in Bengal through your District Inspectors and school-masters, and cause the abstract to be hung up in class rooms, and the reason and object of each kind of address explained to the scholars.”

2. I enclose herewith a copy of the “abstract” referred to, and I have suggested to the Postmaster-General that it should be translated into Bengali, Hindi (Nagri and Kaithi) and Uriya. If, therefore, the District Board is inclined to co-operate with the Postal Department in the useful project which he has in view, I request that you will be good enough to communicate to him directly the number of copies, in English and in any vernacular language, that you may require. I would suggest that vernacular copies should be distributed to all Primary and Middle schools under the control of or aided by the Board, the English copies being restricted to High English schools, and distributed by the officers of this department.

3. Inspecting officers should be requested to instruct school-masters to explain to their pupils the proper mode of writing addresses, as indicated in the sheet.

*Teaching.**Circular No. 85, dated the 16th June 1905, by the Director of
Public Instruction.*

I HAVE the honour to call attention to this office Circular No. 102, dated the 3rd September 1894 in which Inspectors of Schools and Chairmen of District Boards were requested to take steps to have the rudiments of postal information taught in Primary schools.

D. P. I.
Cir. No. 85, 7
16 June 1905.

2. The Postmaster-General, Bengal, has reported to me that the instructions given in the above circular are no longer observed, except in a few districts, and that even in these there is no uniformity of practice.

3. It has also been ascertained that the percentage of vernacular letters posted with imperfect addresses is much lower in the few districts in which the instructions issued in 1894 are still observed than in other places.

4. I have to request that the instructions above referred to may be attended to in future. Sheets of the abstract of postal information, copies of which may be had from the Postmaster-General on application, should be distributed to each Primary school, and hung up near the seat of the *guru*; and inspecting officers should be asked to see that the *gurus* devote some time each week to teaching the pupils the correct method of writing and addressing letters and post-cards, filling up of money-orders, sending and addressing of parcels, and information about the Savings Bank. Nothing about foreign postage should be taught.

5. Government orders sanctioning a revised syllabus in writing in standards II and III of vernacular schools and vernacular classes of High schools have already been communicated. I have also to point out that it is desirable that the *gurus*, in addition to teaching the revised course in writing, should give such additional information to the boys about postage rates, book and pattern packets, newspapers, registration, insurance, value-payable post, etc., either in standard II or standard III, as is suited to the capacities of the pupils.

8.—COMMON ROOMS IN GOVERNMENT COLLEGES.

Bengal Govt.,
Genl. Dept.,
No. 1477, 4
2 March 1904.

D. P. I.
Cir. No. 73, 4
28 April 1904.

WITH reference to the correspondence resting with your letter, indicated in the margin, on the subject of the establishment of common rooms in Government colleges, I am directed to address you as follows:—

1. The proposal originally made in your letter No. 3683T., dated the 2nd November 1902, was that a students' Union with a common room should be provided in the Presidency College for the purpose of allowing the students and Professors to meet out of class hours. You suggested that Government should bear the initial charge of furnishing the common room, and also contribute a recurring charge of Rs. 1,000 *per annum* for the maintenance of the Students' Union. In Mr. Macpherson's letter No. 3865, dated the 17th December 1902, you were requested to submit an estimate of the cost of furnishing the proposed common room, and to state in some detail how it was proposed to spend the annual subsidy of Rs. 1,000 which Government was asked to contribute. You were also requested to report whether other colleges were likely to require common rooms, and, if so, what would be the cost to Government. Information was also asked for as to whether the Union in the Presidency College could be thrown open, as in the case of the Unions at Oxford and Cambridge, to all students who might choose to become members, and, if so, whether a room in the Presidency College or elsewhere could be found for the purpose. In your letter No. 6361, dated the 11th June 1903, you stated that the Principal and Professors of the Presidency College did not consider it either desirable or practicable to throw open the proposed common room to students of other colleges, observing that, if the object aimed at was to develop a general Under-Graduates' Club, the Calcutta University Institute might be made to serve that purpose. You also reported that there was no room in the Presidency College buildings which could be utilised for the common room, and suggested that administrative sanction should be given to the construction of a room, at an estimated cost of Rs. 12,500. Information concerning the manner in which it is proposed to expend the subsidy of Rs. 1,000 which, it is proposed, should be given to the Presidency College and as to the requirements of other Government colleges in the matter of Students' Unions has since been furnished by you.

2. It appears from your letter No. 13950, dated the 24th December 1903, that all the Government colleges desire to follow the lead taken in this matter by the Presidency College, and to be provided with common rooms. The statement* forwarded with that letter shows

* Modified by Govt., General Dept. No. 177T.—G., dated 29th June 1904.

Common Rooms.

that Rs. 69,648 are required for initial charges, and Rs. 3,350 *per annum*

1.	Rajshahi	Colle
2.	Krishnagar	"
3.	Chittagong	"
4.	Hooghly	"
5.	Bethune	"
6.	Cuttack	"
7.	Sanskrit	"
8.	C. E.	"
9.	Cal. Madrasa	"
10.	Patna	"
11.	Presidency	"
12.	Dacca	"

on account of recurring charges, for the twelve Government colleges named in the margin. It is explained, however, that, of the initial expenditure of Rs. 69,648, the sum of Rs. 42,500, which is provided for building a common room for the Dacca College, will not be required, pending further enquiries; while, in your letter No. 311, dated the 11th January 1904, you

recommend that an initial grant of Rs. 2,186 for furniture, and a recurring grant of Rs. 250 *per annum*, is required for the common room of that college. The total cost, therefore, of the scheme, which you recommend should be met by Government amounts to Rs. 29,344 for initial expenses and Rs. 3,600 *per annum* for recurring charges.

3. It appears from paragraph 11 of your letter No. 13950, dated the 24th December 1903, that it is intended that part of the recurring grant of Rs. 1,000, which is asked for on account of the common room of the Presidency College, should be utilised in defraying the expenses of the Athletic Club. As, however, the scheme contemplated is not concerned with out-of-door amusements, the grant asked for the Presidency College should be reduced to Rs. 500 *per annum*. For similar reasons, the grant of Rs. 600 recommended for the Calcutta Madrasah should be reduced to Rs. 300. It is understood that you have no objection to these reductions being made. The total recurring grant which would be required is, therefore, Rs. 2,800 *per annum*.

4. I am now to convey sanction to the establishment of common rooms in connection with the twelve Government colleges named in the margin of paragraph 3 at an initial cost of Rs. 29,334 and a recurring cost of Rs. 2,800. I am to request that you will be so good as to suggest re-appropriation for meeting the charges for 1904-1905 when the budget allotments for that year are published. A further communication will be made later regarding your application, already referred to in paragraph 2, for administrative sanction to the construction of a common room for the Presidency College.

5. In conclusion, I am to state that Government agrees with the view taken by you in your letter No. 6361, dated the 11th June 1903, that the common room which it is proposed to establish in the Presidency College should be for the students of that college only, and that if a general Under-Graduates' Club is to be established in Calcutta, it would be better to develop the University Institute for this purpose. Government will, I am to say, be prepared to consider any proposals on this subject which you may wish to bring forward.

Common Rooms.

Distribution of the sum of Rs. 5,667 for initial charges and Rs. 2,150 for recurring charges of common rooms, sanctioned in the Government letter No. 177T.—G., dated the 29th June 1904—

D. P. I.
Cir. No. 139, ✓
4 Augt. 1904.

			Initial.	Recurring.
			Rs.	Rs.
1. Krishnagar College	...	...	250	200
2. Hooghly	...	...	250	200
3. Bethune	„	...	250	200
4. Cuttaek	„	...	Nil	200
5. Sanskrit	„	...	1,030	250
6. C. E.	„	Sibpore	1,067	Nil
7. Cal. Madrasah	„	...	2,000	300
8. Patna	„	...	820	300
9. Presidency	„	...	Nil	500
			<hr/> 5,667	<hr/> 2,150

9.—EXAMINATIONS AND SCHOLARSHIPS.

(a) EXAMINATIONS.

At present, the end of the Upper Secondary stage of education is marked by the Matriculation examination of the Calcutta University or the B and C class examinations under the Bifurcation scheme.

There were till recently three public examinations at the following stages:—

Bengal Govt.,
Genl. Dept.,
No 3026,
28 Octr. 1902.

Lower Primary examination ... At the end of the Lower Primary stage. (Standard II).

Upper Primary examination ... At the end of the Upper Primary stage. (Standard IV).

Middle Scholarship examination ... At the end of the Lower Secondary stage. (Standard VI).

These examinations ceased to be held from 1904 as public examinations. Under the direction of the Education Department, the masters and managers of schools aided by, or in some cases replaced by the officers of the Education Department, arrange for private examinations to be held *in situ* in the case of each school at the end of the primary stage (lower secondary) of education corresponding to the end of Standard VI in the scheme of education sanctioned in Resolution 1 of 1st January 1901. This private examination *in situ* is known as the Primary examination.

PRIMARY EXAMINATION.

IN Bengal Government Order No. 3026, dated the 28th October 1902, which directed the abolition of Middle, Upper Primary and Lower Primary examinations as public examinations from the year 1904, it was ordered that under the direction of the Education Department the masters and managers of schools aided by, or in some cases replaced by, the officers of the Education Department should arrange for private examinations *in situ* in the case of each school at the end of the primary stage of education, corresponding to the end of standard VI in the scheme of education sanctioned in Bengal Government Resolution No. 1 of 1901. This private examination *in situ* should, it was directed, be henceforth known as the Primary examination. This examination, it should be remarked, is only intended for pupils who are closing their ordinary education at this stage. It is not intended that pupils going on to a secondary or English education should be sent up for this Primary examination at all. The ordinary class examinations conducted in the school is sufficient in such cases to give students promotion to the higher classes of English schools.

D. P. 1.
Cir. No. 7T.,
10 Octr. 1904,

Examinations.

2. It may be remarked that the examination is to be a purely private examination for each school, with a view to ascertain whether its boys of standard VI have profited by their vernacular education fairly well, and whether they are entitled to be told that they had completed the primary stage of instruction. It has also been decided that no formal departmental certificates are to be issued on the result of such an examination. Hence this examination will only be a somewhat more formal annual school examination of the upper class of a Middle school than is at present carried on, and what is intended by the Government order is simply that the authorities of the Education Department should exercise a somewhat greater supervision over this examination than has hitherto been the case.

3. It is not intended that these Primary examinations are to be held on a common date in all schools, but rather that the dates of this Primary examination in the various schools should be fixed to suit the convenience of the various inspecting officers of the department and also the convenience of the schools themselves. Such examinations may be held indeed almost as part of the inspections of a school by an inspecting officer of the department. Ordinarily, examinations should be held between the 15th of November and 15th of February in each year.

4. With these facts in view, I think it would be sufficient if an Inspector of Schools requests all High schools in his division in which the new system of vernacular education has been adopted in the lower classes, first to decide whether any of the pupils in these schools are desirous of appearing at the new Primary examination, and, if such is the case, to send in their respective lists of examiners for Standard VI for the approval of the Inspector. The Inspector will further communicate with all Middle schools in his division, and direct that the lists of examiners for the 1st classes of Middle schools (*i.e.*, standard VI) should be sent to the local Deputy Inspectors of Schools. While approving these lists, the Inspector and the Deputy Inspector of Schools may, if they think fit, make any changes in them that may be thought desirable, and may add to them the names of some of the trustworthy teachers of Government and other High or Middle schools in the neighbourhood, and also suitable members of the inspecting staff, as well as other known qualified local residents (with their consent).

5. The various grades of inspecting officers will endeavour to be personally present at as many as possible of these Primary examinations, which are to be held *in situ* in schools, and they will, when present, in all cases take a personal part in the examination. The Inspector of Schools of each division will have to make arrangements as to the dates and other details of such examination, so that as many of the Government inspecting officers as may be possible will take part in as many of these Primary examinations as can be conveniently arranged.

6. It is perhaps sufficiently clear that no common questions or common examiners for different schools are in this case necessary; a few written papers in various subjects may be desirable, but the

Scholarships.

examination should be partly oral. Nothing however should be done to destroy the private nature of the examination, or to convert it from a school examination into a public examination.

7. It has already been said that no certificates are to be ordinarily issued on the results of the Primary examination. When, however, a student who has successfully completed his vernacular education in a school wishes to be admitted into a Training or any other school where a certificate of his having passed the Primary examination is required, he may have a certificate in the form and manner prescribed in this office Circular letters No. 11037—11045, dated the 31st August 1904.

8. The names of the students who pass the Primary examination in each school may be reported for convenience of future reference both to the local Deputy Inspector and the Divisional Inspector of Schools. These officers will also have the power to call for the papers in any particular subject in any particular school, with a view to see if the boys have been rightly passed in that subject.

9. In the case of collegiate schools, the respective Principals may exercise the powers entrusted in the above paragraphs to the Inspectors of Schools. A list of passed students of the Primary examination should however be sent to the Inspector of Schools, and also to the local Deputy Inspector of Schools, for information and for convenience of future reference.

(b) SCHOLARSHIPS.

There are now the following classes of public scholarships:—

Lower Primary Scholarships	Post Graduate Scholarships.
Upper Primary ditto.	Mohsin Scholarships (exclusive of prizes).
Middle ditto.	Special Scholarships for Muhammadans.
B and C classes ditto.	Art School Scholarships.
Junior ditto.*†	Engineering ditto.
Senior ditto.*	Sanskrit College ditto.
Graduate scholarships attached to the Presidency College.	

The lower primary scholarships are awarded to pupils of the lower primary schools, and are held, either in upper primary or middle schools, or in high schools the lower classes of which have been organised on the approved vernacular basis. (Government No. 2753, dated 25th August 1902.) The upper primary scholarships, which are awarded to pupils of upper primary, middle and high schools on vernacular basis are held in middle schools, or in high schools on the

* Inclusive of the special scholarships for females.

† Including 2 scholarships for aborigines.

N.B.—In some districts some of the lower Primary scholarships are reserved for girls.

approved vernacular basis. (Government No. 2753, dated 25th August 1902.) The middle scholarships competed for by pupils of the middle schools, or those of the high schools on the approved vernacular basis, either English or vernacular, are held in high schools. The senior and junior scholarships are held in Colleges or Medical schools.

There are other scholarships which are paid from the interest of funds presented by native gentlemen for the encouragement of study. Stipends are also awarded by Government to deserving pupils in the Survey schools, and in the Sanskrit Tols. Special senior and junior scholarships are paid to Muhammadan students out of the Mohsin Endowment Funds. In addition to this, part fees of Muhammadan boys in schools and colleges are paid from that fund.

(c) PRIMARY AND MIDDLE SCHOLARSHIPS RULES.

(c-i) LOWER AND UPPER PRIMARY SCHOLARSHIPS RULES.

LOWER PRIMARY SCHOLARSHIPS.

Bengal Govt.,
Genl. Dept.,
Notification
No. 600,
11 Feby, 1896.

1. These scholarships are open to candidates from all Lower Primary schools, whether aided or unaided; but no Primary school for boys will be permitted to send up candidates in the same year for both Lower and Upper Primary scholarships.

2. Not more than one scholarship will be awarded in any year to boys from the same school. No candidate above the age of 11 years will be eligible for a Lower Primary scholarship.

It shall be competent to the District Board or the District Committee of Public Inspection to set apart some scholarships for particular tracts or classes of schools, which may be deemed deserving of special encouragement on account of their less advanced state or for other reasons.

3. Each scholarship will be of the value of Rs. 2 a month, and will be tenable for two years, conditionally on the good conduct, regular attendance, and satisfactory progress of the holder, at any upper primary, middle vernacular or middle English school, or in a high school, the lower classes of which have been organised on the approved vernacular basis (Government order No. 2753, dated 25th August 1902). No scholarship may be withdrawn from its holder for misconduct, or for any other cause, without the sanction of the District Board or the District Committee of Public Instruction.

4. No candidate will be permitted to compete for a scholarship who has not studied for at least one session in the school in which he is at the time of the examination, unless his transfer within that period has been made with the approval of the Deputy Inspector of the district in which the school from which he has been transferred is situated.

5. A lower primary scholarship will carry with it the privilege of free tuition in schools under public management, and (with the consent of the managers) in schools under private management, during the tenure of the scholarship.

UPPER PRIMARY SCHOLARSHIPS.

1. Not more than one upper primary scholarship will be awarded in any year to boys from the same school. No candidate above the age of 13* years will be eligible for an upper primary scholarship. The scholarships will be awarded by the Inspector of Schools on the results of an examination held by him at centres previously fixed.

2. Upper primary scholarships will be of the value of Rs. 3 a month, and will be tenable for two years, conditionally on the good conduct, regular attendance and satisfactory progress of the holder, at any middle vernacular or middle English school, or at any high English school in which the lower classes have been modelled on the approved vernacular basis.

It shall be competent to the District Board or Deputy Commissioner, as the case may be, before the award of scholarships, to make representations to the Inspector in favour of particular schools or tracts which may be deemed deserving of special encouragement on account of their less advanced state or for other reasons, and the Inspector shall be bound to take such representations into consideration.

3. A fee of eight annas will be charged to candidates for these scholarships.

4. No candidate will be permitted to compete for a scholarship who has not studied for at least one session in the school in which he is at the time of the examination, unless his transfer within that period has been made with the approval of the Deputy Inspector of the district in which the school, from which he has been transferred, is situated.

For the purposes of this rule, the 1st of January will be taken as the commencement of an upper primary school session, but in the case of candidates who have failed, or who, having paid the admission fee, have been prevented by sickness or other cause from appearing at the next preceding examination, the 2nd of April following will be accepted as the date from which the session begins.

5. An upper primary scholarship will carry with it the privilege of free tuition in Government and (with the consent of the managers) in aided schools during the tenure of the scholarship.

6. The Inspector of Schools will be competent to sanction the extension of free tuition for two years to any time-expired upper primary scholarship-holder reading in a school in his circle, on the recommendation of the Head Master. In the case of non-Government schools, the Head Master's recommendation is to be submitted through the Secretary of the school in which the scholarship is held, or (as the case may be) through the Chairman of the District Board.

7. Girls may compete from girls' schools or mixed schools (middle or primary) for scholarships of any class (middle, upper primary, and lower primary); but not more than one scholarship of each class will be awarded in any year to girls from the same school. Scholarships will be awardable to boys in mixed schools under the rules applicable to boys' schools of the same class, without diminution on account of any scholarships that may have been won by girls from the same school.

(c-ii) RULES FOR THE CONDUCT OF PRIMARY AND MIDDLE EXAMINATIONS AND AWARD OF SCHOLARSHIPS.

I.—LOWER PRIMARY SCHOLARSHIPS.

Unit area.—The Lower Primary Scholarships will be distributed according to *thanas*, and will be open only to pupils attending lower primary schools, provided that such schools adopt the course prescribed in Bengal Government Resolution No. 1, dated 1st January 1901.

Preliminary selection.—A preliminary selection of candidates will be made by the Sub-Inspector of Schools based on the results of his annual inspections. Such selections may, if desired, be made by the Sub-Inspectors after consultation with the *Guru* Instructors in charge of the schools of the *thana*. The Sub-Inspector should forward to the Deputy Inspector a list of eligible candidates from each *thana*.

Limit to selection.—The number of names in the aforesaid list should not exceed three times the number of scholarships allotted to each *thana*, and the name of not more than one* candidate from each school should appear in the list.

Scrutiny.—The Deputy Inspector should scrutinise the list and, if necessary, strike out names from, or add names to, the list if he has reason to believe any injustice is being done.

Scholarship Examination.—The final selection for scholarships will be made by means of an examination of the candidates selected as above and in the books and subjects prescribed from time to time by the Director of Public Instruction. The examination will be held at the head quarters of a *thana* or at some convenient higher class school and be conducted under arrangements made by the District Board or by the District Committee of Public Instruction, as the case may be. The examination will be mainly oral, and be conducted by Superintendents appointed by the District Board or its Education Committee, or by the District Committee of Public Instruction in non-Board districts. Any written papers which may be set to test candidates' hand-writing and knowledge of Arithmetic will be examined by the Superintendents or by examiners appointed by the District Board or the District Committee of Public Instruction, for each *thana*.

Marks earned by the examinees.—The marks earned by the candidates at the oral examination and also in papers set in writing and Arithmetic, should be forwarded to the Deputy Inspectors of Schools who should submit them to the Chairman, District Board, or the Vice-President, District Committee of Public Instruction, giving his views as to the distribution of the scholarships, and any other remarks he may wish to make.

Award of scholarships.—The scholarships will be awarded by the District Board, or by the District Committee of Public Instruction, as the case may be, in consultation with the Deputy Inspector, and in accordance with the rules in force in the Department or sanctioned from time to time by Government.

* Since raised to two. [Govt., General Dept., No. 149T.G., dated 20th April 1905.]

II.—UPPER PRIMARY SCHOLARSHIPS.

Unit area.—The upper primary scholarships will be distributed according to subdivisions, and will be open to pupils attending (1) upper primary schools, (2) the third class of middle schools, and (3) the seventh class, section A, of high schools, provided that such schools are being taught under the Code given in Government of Bengal's Resolution No. 1 of 1901.

Preliminary selection.—A preliminary selection of candidates will be made by the Deputy Inspector of Schools on the result of his annual inspections in respect of upper primary and middle schools and by the Inspector or the Assistant Inspector in respect of high schools. Such selections shall be made, if necessary, in consultation with the Head Master of the particular school. The Deputy Inspector should forward to the Inspector of Schools a list of eligible candidates from upper primary and middle schools in the subdivision. The Inspector should then prepare a combined list of candidates from upper primary, middle and high schools in each subdivision of a district.

Limit to selection.—The number of names in the aforesaid list should not exceed four times the number of scholarships allotted to each subdivision and the name of not more than one* candidate from each school should appear in the list. The number of names in the list prepared by the Deputy Inspector and in that made by the Inspector or the Assistant Inspector, should each be double the number of scholarships allotted to each subdivision.

Scholarship Examination.—The final selection for scholarships will be made by means of an examination of the candidates selected as above, and in the books and subjects prescribed from time to time by the Department. The examination will be held at the head-quarters of a subdivision or at some convenient higher class school and be conducted under arrangements made by the Inspector of Schools. The examination will be partly oral (in Reading, Object-lessons, Geography and Map-pointing and Mental Arithmetic) and partly written (in Vernacular Literature and Grammar, Science Reader, History, Arithmetic and Mensuration). The oral examinations will be conducted by the Superintendents appointed by the Inspector for each centre, and the written papers will be set and the answers examined by examiners appointed by the Inspector for the whole district, or, if thought desirable, by examiners appointed for the whole division.

Marks earned by the examinees.—The marks earned by the candidates at the oral examination and also in the written papers should be forwarded to the Inspector of Schools.

Award of scholarships.—The scholarships will be awarded by the Inspector of Schools in accordance with the rules in force in the Department or sanctioned from time to time by Government. At least one-half of the scholarships will be reserved for candidates from Upper Primary Schools.

* Since raised to two. [Govt., General Dept., No 149T.G., dated 20th April 1905].

III.—MIDDLE SCHOLARSHIPS.

Unit area.—The middle scholarships will be awarded according to districts, and will be open to pupils attending middle schools and to the pupils of the 5th class of high schools, provided that such middle and high schools are being taught on a vernacular basis according to the Code given in the Government of Bengal's Resolution No. 1 of 1901.

Preliminary selection.—A preliminary selection of candidates will be made by the Inspector, Assistant Inspector or Deputy Inspector of Schools on the results of his annual inspections in respect of middle schools, and by the Inspector in respect of high schools. These selections should be made, if necessary, in consultation with the Head Master of the particular school. The Assistant or Deputy Inspector should forward to the Inspector a list of eligible candidates from middle schools in the district. On receipt of this list, the Inspector should prepare a combined list of candidates from middle and high schools arranged according to districts.

Limit to selection.—The number of names in the combined list should not exceed four times the number of scholarships allotted to each district and the name of not more than one* candidate from each school should appear in the list. The number of names in the list prepared by the Assistant or Deputy Inspector, and in that by the Inspector should each be double the number of scholarships allotted for each district.

Scholarship examination.—The final selection for scholarships will be made by means of an examination of the candidates selected as above, and in the books and subjects prescribed from time to time by the Department. The examination will be held at the head-quarters of each district or subdivision or at some convenient High School, and be conducted under arrangements made by the Inspector of Schools. The examination will be partly oral (in Object-lessons, Geography and Map-pointing and Mental Arithmetic), and partly written (in Vernacular Literature and Grammar, Science Reader, History, Mathematics, and English, which is an optional subject). The oral examination will be conducted by the Superintendents appointed by the Inspector for each centre, and the written papers will be set and the answers examined by examiners appointed by the Inspector for the whole district, or, if thought desirable, by examiners appointed for the whole division.

Mark gained by the examinees.—The marks earned by the candidates at the oral examination and also in the written papers should be forwarded to the Inspector of Schools.

Award of scholarships.—The scholarships will be awarded by the Inspector of Schools in accordance with the rules in force in the Department, or sanctioned from time to time by Government.

* Since raised to two. [Govt., General Dept., No. 149T.G., dated 20th April 1905].

Scholarships, Primary and Middle.

(c-iii) PASS CERTIFICATES.

*No. 3532, dated the 12th December 1905, from the Govt. of Bengal,
General Dept., to D. P. I.*

I AM directed to acknowledge the receipt of your letter No. 16643, dated the 23rd ultimo, on the subject of granting certificates on the results of Primary examinations. You state that the Middle, Upper and Lower Primary examinations have ceased to be held as public examinations since the year 1904, that only a few selected candidates are examined at convenient centres for the award of the vernacular scholarships of the various grades, and that private examinations *in situ* are held by teachers and managers of schools at the end of standard VI, under the supervision of the departmental officers, this being known as the Primary examination. You observe that representations have been received from time to time, which appear to show that certificates at the different stages of vernacular education are valued, and that their abolition has had the depressing effect on the education of these particular classes in schools. You refer to the fact that the Committee on Rural Primary schools, in their report dated the 3rd August 1905, said that they were in favour of introducing a system of private examinations in schools at standards equivalent to those of the former Lower and Upper Primary tests, the certificates granted on the results of these being issued under the authority of the department. While deprecating anything which would tend to restore the old public examinations, you consider that certificates should be given on the results of the *in situ* examinations that are now held at the end of standard VI, prescribed in Government order No. 3026, dated the 28th October 1902, and that these certificates should be signed by the Inspectors of Schools.

D. P. I.
Cir. No. 16, 4
11 Jany. 1906.

2. In reply, I am to state that your proposal is approved by the Government.

(c-iv) GENERAL RULES GOVERNING THE AWARD OF PRIMARY AND MIDDLE SCHOLARSHIPS.

In preparing the list of candidates for the various scholarship examinations, information should be recorded as to the circumstances of the candidates and as to their conduct, and considerable weight will be given to such considerations. Thus in the second selection made by the Deputy Inspectors for candidates for lower primary scholarships and that made by the Inspector for upper primary and middle scholarships, great weight will be given to considerations of poverty and conduct, and a poor orphan or a poor boy will be preferred to one who has parents, who are well-to-do or who are not actually poor.

A candidate who has once been admitted into any of these examinations shall not again be admitted into the same standard of examination.

No person directly interested in any of the candidates should take part in the examination.

Scholarships awarded under these rules shall be tenable only in schools working under the new scheme for vernacular education.

The scholarships will be liable to forfeiture for misconduct or for any unsatisfactory report regarding the progress made by their holders in their studies.

The examinations will be held in the second-half of November of each year and the award of the scholarships will be declared in December.

(c-v) MIDDLE ENGLISH AND MIDDLE VERNACULAR
SCHOLARSHIP RULES.

1. Middle Vernacular scholarships of Rs. 4 a month will be tenable for three years at any higher class English School, or for two years at any first grade Normal School, or for two years in a Government Survey School.

2. Middle English scholarships of Rs. 4 a month will be tenable for three years at any higher class English school, or at a Government Medical School, or for two years in a first grade Training School or a Government Survey School.

3. Both classes of scholarships will carry with them the privilege of free tuition in all Government and (with the consent of the managers)* in aided schools, in addition to the stipend.

4. The scholarships will be tenable during good conduct and will be liable to withdrawal under the orders of the Divisional Inspector.

5. Free tuition after the expiration of the stipend will be allowed conditionally on good behaviour, at any higher class English School for a maximum period of two years to Vernacular scholars, and of one year to English scholars.

6. No boy shall be allowed to compete for a Middle English Scholarship after he has passed the age of 16, or for a Middle Vernacular Scholarship after he has passed the age of 15 years.†

7. It will be open to candidates whether from Middle English or from Middle Vernacular schools, to compete either for Middle English or for Middle Vernacular scholarships.

D. P. I.
Cir. No. 143, 7
17 Octr. 1898.

N.B.—Inspectors of Schools should notify to the Director of Public Instruction, Bengal, who will inform the Accountant-General, Bengal, whenever a Middle or Primary scholarship is made tenable in any province other than Bengal, or is transferred to that province. The information may be given under the following heads :—

1. Name of scholar.
2. Kind and monthly value of the scholarship.
3. Name of the school to which the scholarship is transferred or in which it is made tenable.
4. Period for which the scholarship is tenable and from what date.

8. The examination fees payable by candidates will be Rs. 2 for Middle English and Re. 1 for Middle Vernacular scholarships.

9. It shall be competent to the District Board in the scheduled districts, and to the Magistrate in the non-scheduled districts before the

* Govt., Genl. Dept., No. 312T.G., dated 30th September 1895.

† 17 and 16 years for candidates of aboriginal races.

Scholarships, Primary and Middle.

award of Middle Scholarships, to make representations to the Inspector in favour of particular schools or tracts which may be deemed deserving of special encouragement on account of their less advanced state, or for other reasons and the Inspector shall be bound to take such representations into consideration.

10. Not more than two scholarships shall be awarded in any year to candidates from one school.*

11. Free studentships will be granted to those candidates who are deprived of scholarships under the operation of rules 9 and 10.

12. No candidate will be eligible for a middle scholarship who has not read for a full session, reckoning back from the date of the examination, in the school from which he presents himself, unless his transfer within that period was made with the approval of the Deputy Inspector of the District in which the school from which he was transferred is situated. It is open to the Divisional Inspector to sanction the transfer of a candidate within the session, while withholding the right of competing for scholarships.

For the purpose of this rule, the 1st of January will be taken as the commencement of a Middle School session; but in the case of candidates who have failed or who, having paid the admission fee, have been prevented by sickness or other cause from appearing at the next preceding Middle Scholarship examination, the 2nd of April will be accepted as the date from which the session begins.

(c-vi) RULES REGARDING THE TENURE OF PRIMARY AND MIDDLE SCHOLARSHIPS.

1. Scholarship-holders must join their new schools within one month from the date of receipt of the scholarship card. In Government schools and (with the consent of the Managers) in aided schools, they are taught free during the tenure of their scholarships.

2. Scholarships are held subject to satisfactory progress, good conduct and regular attendance.

3. Absence without leave entails forfeiture of stipend for the period of absence. If leave be granted on account of sickness, or other reasonable excuse, half stipend only is allowed.

4. Circle Inspectors may grant leave on half stipend up to a limit of three months' continuous absence. Any further leave shall be without stipend, and will be granted by the Director of Public Instruction on the recommendation of the Inspector. Continuous absence for more than six months, *ipso facto*, entails forfeiture of scholarship.

5. Absence without leave in continuation of vacation and holidays entails forfeiture of stipend for two days for each day's absence. In such cases a note must be made in the bill for the countersigning officer's information.

* In the case of a scholarship which has never been taken up owing to the death of the holder a re-award may be made under the usual provisos of the scholarship rules to the next deserving candidate. This scholarship will be tenable from the date of the award to the end of the year to which the scholarship originally awarded would have run.

Scholarships, Primary and Middle.

6. Fifteen days' casual leave during the calendar year may, for any urgent reason, be given by the Head-master to a stipend-holder whose attendance is regular. No mention need be made in the bill of casual leave so granted.

7. Scholarships will be transferable on the application of parents or guardians. Such applications should be accompanied in each case by a treasury chalan showing the deposit in the treasury of the transfer fee. The fee is eight annas in the case of Primary (Upper and Lower) scholarships, and Re. 1 in the case of Middle (English and Vernacular) scholarships. The same amounts are payable for the grant of free studentships.

D. P. I.
Cir No 1 of
1891.

8. A Lower Primary scholarship awarded by a District Board is tenable in a school in another district, with the consent of the Board that originally awarded it. Bills for the stipend should in such case be drawn by the Deputy Inspector of the District in which the scholarship is held and presented for payment to the District Board that awarded it, through the Deputy Inspector of the latter district.

D. P. I.
Cir No 31 of
1897.

Middle English, Middle Vernacular and Upper Primary Scholarships are made tenable from the 1st January to the 31st December. The Upper Primary scholarships having been earned, the bills may be passed for the month subsequent to the date of the Middle scholarship examination, even though the scholars do not attend any school in those months.

Statement of the distribution of Vernacular Scholarships under the new system of award of Scholarships.

DIVISION.	MIDDLE SCHOLARSHIPS.		U. P. SCHOLARSHIPS.		L. P. SCHOLARSHIPS.		REMARKS.
	District.	Number.	Subdivision.	Number.	Thana.	Number.	
BURDWAN	Burdwan	9	Sadar	4	Burdwan "	2	
					Sahibganj	2	
					Khandagbosh	2	
					Ravna	2	
					Satgachia	2	
					Jamulpur	2	
					Galsi	2	
					Augram	2	
			Raniganj	1	Raniganj	2	
					Aensol	2	
					Kaksa	2	
			Katwa	2	Kenraon	2	
					Katwa	2	
			Kalna	2	Mungai Kot	2	
					Kalna	2	
					Purbasthali	2	
					Manutehwar	2	
				9		34	
	Burbhum	6	Sadar	5	Suri	4	
					Dubrajpur	4	
					Bolpur	2	
					Sakulpur	2	
					Lahpur	1	
			Rampur Hat	1	Rampur Hat	2	
					Mayureshwar	2	
					Nalhati	1	
					Mutardoi	1	
				6		29	

III.—PRIMARY, SECONDARY AND COLLEGIATE EDUCATION.

Scholarships, Primary and Middle.

DIVISION.	MIDDLE SCHOLARSHIPS.		U. P. SCHOLARSHIPS.		L. P. SCHOLARSHIPS.		REMARKS.
	District.	Number.	Subdivision.	Number.	Thana.	Number.	
Burdwan - consolid.	Bankura	5	Sadar	5	Bankura ...	5	
					Onda ...	3	
					Gangajalghati ...	5	
					Khatra ...	4	
					Barpur (including Simlapan) ...	5	
	Midnapore	10	Sadar	4	Vishnupur ...	4	
					Sonamukhi ...	4	
					Kotalpur ...	3	
					Indas ...	3	
					For aboriginal races ...	2	
Midnapore	10	Ghatal	1	Midnapore ...	1		
				Kharagpur ...	1		
				Jhargson ...	1		
				Binpur ...	1		
				Salhani ...	1		
				Debra ...	1		
				Sabang ...	4		
				Narayangarh ...	2		
				Garhbetsa ...	1		
				Keshpur ...	1		
				Dantan ...	2		
				Gopiballabpur ...	1		
				Ghatal ...	1		
				Daspur ...	2		
				Chandrakona ...	1		
Tamluk	5	Tamluk	5	Tamluk ...	2		
				Maslandapur (Mahisadal) ...	1		
				Sutabata ...	2		
				Panchakura ...	2		
				Nandigram ...	4		
Coochai	3	Coochai	3	Khajri ...	2		
				Contai ...	6		
				Ramnagar ...	3		
				Bhagwanpur ...	3		
				Kgra ...	3		
					Pataspur ...	3	
					For aboriginal races ...	2	
						23*	

* (Including 2 from Harrison Memorial Fund.)

* (Including 2 from Harrison Memorial Fund.)

BUREAU—
contd.

Scholarships, Primary and Middle.

[illegible]

III. — PRIMARY, SECONDARY, AND COLLEGIATE EDUCATION. *Scholarships, Primary and Middle.*

DIVISION.	MIDDLE SCHOLARSHIPS.		U. P. SCHOLARSHIPS.		L. P. SCHOLARSHIPS.		REMARKS.
	District.	Number.	Subdivision.	Number.	Thana.	Number.	
24. Parganas	Sadar	11	Sadar	3	Baruipur ..	2	Included in educational matters within Calcutta.
					Mutla ..	2	
					Jaynagar ..	3	
					Bhangar ..	1	
					Tollygunge ..	1	
					Sonarpur ..	1	
					Vishnupur ..	2	
					Budge-Budge ..	2	
					Garden Reach ..	2	
					Ballygunge ..	2	
					Bhowanipur ..	2	
	Tollygunge ..	2					
	Alipore ..	2					
	Waikani ..	2					
	Tkhalpur ..	2					
	Uttadanga ..	2					
	Bellachata ..	2					
	Intally ..	2					
	Beniapukur ..	2					
	Maniktole ..	2					
	Baranagar ..	2					
	Cossipore ..	2					
	Chitpore ..	2					
	Barrackpore	1	Barrackpore	1	Barrackpore ..	1	
Nawabganj ..					1		
Khardaha ..					1		
Dum-Dum ..					1		
Baranati	1	Baranati	1	Nalhati ..	1		
				Habra ..	2		
Basirhat	1	Basirhat	1	Deganga ..	1		
				Baranati ..	1		
Basirhat	1	Basirhat	1	Baduria ..	2		
				Basirhat ..	2		
				Harc ..	1		
				Hasanabad ..	1		
Basirhat	1	Basirhat	1	Reserved for girls ..	1		
				Basirhat ..	1		
						40†	

† (Including 6 from Primary Funds.)

† (Including 6 from Primary Funds.)

Scholarships, Primary and Middle.

There are 11 scholarships (including 9 from Primary Funds) for Calcutta, and the Inspector thinks that they need not be distributed, and the whole town (including the 10 towns under 24 Parganas for which no scholarships have been allotted) may be regarded as a unit.

There are 11 scholarships (including 9 from Primary Funds) for Calcutta, and the Inspector thinks that they need not be distributed, and the whole town (including the 10 tharads under 24 Parganas for which no scholarships have been allotted) may be regarded as a unit.

* Independent O post.

Scholarships, Primary and Middle.

Division.	MIDDLE SCHOLARSHIPS.		U. P. SCHOLARSHIPS.		L. P. SCHOLARSHIPS.		REMARKS.
	District.	Number.	Subdivision.	Number.	Thana.	Number.	
MURSHIDABAD ...	Sadar ...	1	Sujasani ...	1	
					Gora Bazar ...	1	
					Doulabazar ...	1	
					Hurwa ...	1	
					Nooda ...	1	
					Hacharpura ...	1	
	Lalbagh ...	1	Ratinagar ...	1	
					Jalangi ...	1	
					Bhagawangola ...	1	
					Shahanagar ...	1	
MURSHIDABAD ...	Jangipur ...	1	Manulla Bazar ...	1	
					Asanpur ...	1	
					Sagardihi ...	1	
					Navagram (Kalianganj) ...	1	
	Kandi ...	2	Diwan Sarai ...	1	
					Beghunathganj ...	1	
					Mirzapur ...	1	
	Kandi ...	2	Suri ...	1	
					Shamsanganj ...	1	
					Bharatpur ...	2	
MURSHIDABAD ...	Jhenida ...	2	Kharason ...	1	
					Kandi ...	1	
					Gokaran ...	1	
					Barwan ...	2	
	Magura ...	1	Reserved for girls ...	2	
					Shalkopa (including Harina-kundu outpost).	1	
					Jhenida ...	1	
	Magura ...	1	Kotchandpur ...	1	
					Magura (including Sripur outpost).	1	
					Muhammampur ...	1	
MURSHIDABAD ...	Jhenida ...	2	Salikha (independent outpost)	1	
					
					
					
	Magura ...	1	
					
					
	Magura ...	1	
					
					

† (Including 1 from Primary Funds.)

Scholarships Primary and Middle.

Jessore	7	Sadar...
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III.—PRIMARY, SECONDARY AND COLLEGIATE EDUCATION.
Scholarships, Primary and Middle.

DIVISION.	MIDDLE SCHOLARSHIPS.		U. P. SCHOLARSHIPS.		L. P. SCHOLARSHIPS.		REMARKS.
	District.	Number.	Subdivision.	Number.	Thana.	Number.	
PATNA— concd.	Muzaffarpur ...	8	Sadar ...	3	Paru	4	
					Muzaffarpur	7	
			Hajipur ...	1	Katra	2	
					Mahuwa	4	
	Darbhanga ...	8	Madhubani ...	2	Laleaji	2	
					Hajipur	3	
			Sadar ...	2		34	
					Banipati	3	
	Total for the Division	43	Samastipur	1	Khajani	3	
					Madhubani	2	
	Monghyr ...	9	Sadar ...	4	Phulparas	3	
					Darbhanga	7	
			Begusarai ...	3	Bahera	5	
					Rosetha	3	
	Total for the Division	83	Jemui ...	3	Warisnagar	2	
					Semastipur	4	
			Sadar ...	5	Dabingharai	3	
						34	
	Monghyr ...	9	Sadar ...	4		825	
					Gogri	4	
			Begusarai ...	3	Monghyr	2	
					Jamulpur	2	
	Monghyr ...	9	Sadar ...	4	Surelgarh	3	
					Khargapur	3	
			Begusarai ...	3	Tetra	3	
					Begusarai	4	
	Total for the Division	83	Jemui ...	3	Shakpura	3	
					Sikandra	2	
			Sadar ...	5	Jemui	2	
					Chakai	3	
	Monghyr ...	9	Sadar ...	4		33	
			Begusarai ...	3			

[illegible]

ВНЕШНЕЕ

III.—PRIMARY, SECONDARY AND COLLEGIATE EDUCATION.
Scholarships, Primary and Middle.

Division.	MIDDLE SCHOLARSHIPS.		U. P. SCHOLARSHIPS.		L. P. SCHOLARSHIPS.		REMARKS.
	District.	Number.	Subdivision.	Number.	Thana.	Number.	
BHAGALPUR— conold.	Sonthal Parganas ...	7	Deoghur ... (Goddā ... Jamāra ... Rajmahal ... Dumka ... Pakaur ...	1 { 3 1 2 1	Deoghur ... Madhapur ... Goddā ... Rajmahal ... Pakaur ...	2 2 5 3 2 2 2	
	Total for the Division	34		8 32		19 97	
	Cuttack ...	9	Sadar ... Kendrapara ... Jaipur ...	6 { 2 2	Cuttack ... Bauki ... Salepur ... Tirtol ... Jaratinsapur ... Kendrapara ... Patamandi ... Aul or Rajbari ... Jaipur ... Dharmasala ...	5 3 3 3 6 4 3 2 C 4	
	Balasore ...	6	Bhadrak ... Sadar ...	3 4 7	Thamnagar ... Bhadrak ... Basudebpur ... Chandbali ... Soro ... Balasore ... Jellasore ... Baliapal ... Basta ...	3 3 1 1 3 3 1 3 1	
							40 18

Scholarships, Primary and Middle.

	(a) 2 from 1 per cent. Primary grant.	(b) Payable from Primary grant.
13	6	19
14	5	5
15	6	6
16	5	5
17	5	5
18	27	27
19	17	17
20	121	121
21	1	1
22	1	1
23	1	1
24	2	2
25	1	1
26	1	1
27	1	1
28	1	1
29	1	1
30	1	1
31	1	1
32	1	1
33	1	1
34	1	1
35	1	1
36	1	1
37	1	1
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86	1	1
87	1	1
88	1	1
89	1	1
90	1	1
91	1	1
92	1	1
93	1	1
94	1	1
95	1	1
96	1	1
97	1	1
98	1	1
99	1	1
100	1	1

* One Scholarship reserved for each of the three Sub-Inspector's Circles.
† Vide Director of Public Instruction's letter No. 9965, dated 19th May 1909.

Division.	Middle Scholarships.		U. P. Scholarships.		L. P. Scholarships.		Remarks.
	District.	Number.	Subdivision.	Number.	Thana.	Number.	
CHOTA NAG- POUR- col.	Hazari- bagh— concd.	...	Sadar—concd.	...	Mandi ..	1	
					Kasmar ..	3	
					Chorparan ..	2	
					Hunterganj ..	1	
					Chitra ..	1	
					Simaria ..	1	
					Koderma ..	1	
					Ganwan ..	1	
					Kharagdiha ..	2	
					Dhanwar ..	2	
	Giridih	...	...	...	Giridih ..	2	
					Dumurhi ..	1	
					For aborigines ..	1	
					" Muhammedans ..	1	
					" girls ..	1	
				4		23*	(Including 3 from Primary Funds.)
	Ranchi ...	5	Sadar	3	Ranchi ..	1	
					Silli ..	1	
					Tamar ..	1	
					Karra ..	1	
					Bahi ..	1	
					Mandar ..	1	
					Khunti ..	1	
					Lohardaga ..	1	
					Gumla ..	1	
					Chainpur ..	1	
					Chagra ..	1	
					Sikar ..	1	
					Palkot ..	1	
					Kurdeg ..	1	
					Kochdega ..	1	
					Kolebira ..	1	
					Basia ..	1	
				4		17	

[illegible]

N.B.—The above distribution is exclusive of 3 Lower Primary scholarships granted from Primary Funds in the Gaya district, 2 from Primary Funds in the Munshiganj district, 9 from the Southern Education Funds, and 13 from Primary Funds in the Southern Parganas. The Inspectors of Schools concerned are now requested to propose how these should be distributed.

Bengal Govt.,
Genl. Dept.,
No. 2754, 7
10 Augt. 1904.

You state that the distribution of the Lower Primary scholarships by thanas will need occasional re-arrangement, and you propose that this re-arrangement should be left to the Inspector of Schools who will consult the Deputy Inspectors and Chairmen of the District Boards. In the case of a difference of opinion between the Inspector of Schools and the Chairman of any District Board, the matter should, you consider, be referred to the Director of Public Instruction. In conclusion, you propose that you should be empowered to sanction any redistribution of Upper Primary scholarships among the subdivisions which may become necessary, and that any change in the number of Middle, Upper and Lower Primary scholarships for each district should be reported to Government for sanction. The proposals enumerated above are sanctioned by Government.

(d) JUNIOR SCHOLARSHIP RULES.

One hundred and nine Government junior scholarships are awarded annually, on the results of the University Entrance Examination, to successful candidates educated at schools in Bengal.

D. P. I.
Cir. No. 1; 2 of
1893.

N.B.—In the award of junior scholarships the additional credit which will be given to candidates who pass in drawing will be 25 and 20 according as their drawing papers are marked as "excellent" or "good" by the examiners.

Candidates gaining 60 per cent. marks and upwards are considered to be "excellent." Those gaining 40 per cent. and less than 60 per cent. of the marks are considered "good."

2. These scholarships are of three grades*—7 of the first grade carrying stipends of Rs. 20, and 33 of the second grade and 69 of the third grade, carrying stipends of Rs. 15 and Rs. 10 a month each, respectively.

3. With the sanction of the Director of Public Instruction, a junior scholarship may be held at any one of the affiliated colleges, or at any Government Medical School in Bengal, or in the Veterinary Institution, Calcutta,† which the holder may select. A Government junior scholarship may also be held in the United Kingdom, subject to the conditions of good conduct and satisfactory progress, but not in other provinces of India.‡

4. Each scholarship shall, subject to good conduct, be tenable for two years, provided the holder is certified by the Principal of his college, at the end of the first year, to have made due progress in a collegiate course of instruction.

5. The holder of a junior scholarship in an institution not under the management of Government shall be liable at any time to be examined by two persons appointed by the Director of Public Instruction and approved by the Principal of the college to which he

* Government has been pleased to restore the Junior Scholarships to their former number and value. [Govt. No. 1571, dated 4th April 1907.]

† Government No. 3210, dated 15th November 1893.

Mohsin scholarships under Government resolution dated 25th April 1880 are tenable at the A. V. College at Aligur.

‡ Exception made in the case of the province of Eastern Bengal and Assam. (Vide Government of Bengal, General Department, No. 1694 T.-G., dated 22nd July 1907.)

Scholarships, Junior.

belongs, and, on proof of unsatisfactory progress, to be deprived of his scholarship.

6. No candidate shall be eligible for a scholarship who has not studied for the whole session previous to the examination in the school to which he belongs at the time of presenting himself at the Entrance Examination, unless he has been transferred within that period with the sanction of the Divisional Inspector. [*Circular No. 81 of 1895, page 293.*]

7. The scholarships of the first grade shall be awarded to the 7 candidates who obtain the highest aggregate marks.

8. The scholarships of the second and third grades shall, subject to future reconsideration, be allotted to the several Commissionerships in the following proportion—[*vide Government, General Dept., No. 2916, dated 9th September 1902*]:—

			Second grade.	Third grade.
Burdwan Division	...	...	6	12
Town of Calcutta	...	...	6	11
Presidency Division	...	...	6	12
Patna	...	...	6	12
Bhagalpur	...	...	3	9
Orissa	...	...	4	8
Chota Nagpur	...	...	2	5
Total			33	69

9. The Commissioner of the Division, in consultation with the Divisional Inspector, will notify in the *Calcutta Gazette*, not later than the 1st September of each year, the number of junior scholarships to be allotted to each district at the ensuing examination. This distribution should be confined to third grade scholarships, those of the second grade being awarded to the best students in the Division without reference to districts. Scholarships not taken up in the district or Division to which they are assigned may be awarded by the Director of Public Instruction, at his discretion, to deserving candidates from other Divisions, special regard being had to the requirements of those parts of the country in which it is considered desirable to stimulate the demand for collegiate education.

10. No candidate who is unable to read and write with facility and correctness one of the vernacular languages of Bengal shall be eligible for a junior scholarship.

11. The holders of scholarships in all Government colleges shall be required to pay the usual monthly fees levied from other students, provided that no scholarship-holder shall be required to pay a higher fee than Rs. 10 a month.

Scholarships, Junior.

12. The right of sending up candidates for junior scholarships may, at the discretion of the Director of Public Instruction, be withheld for any period from any school (a) which is convicted of wilful transgression or colourable evasion of the transfer rules for high schools, or (b) the maintenance of which appears to the Director of Public Instruction to be for any sufficient reason injurious to the interests of education, or (c) which is not certified by the Inspector of Schools as having been in existence since the 1st July next preceding the examination, and as qualified to teach up to the Entrance standard.

DURGA CHARAN LAHA'S JUNIOR SCHOLARSHIP.

The monthly value is Rs. 10. This scholarship is awarded to a student who has passed the Entrance Examination and is preparing for the First Arts Examination, and who passes highest, but fails to secure a scholarship. The scholarship is also open to students from Eastern Bengal and Assam.

SPECIAL JUNIOR SCHOLARSHIPS FOR MUHAMMADANS

Bengal Govt.,
Genl. Dept.,
Resolution, &
17 Augt. 1886.

Six scholarships of Rs. 7 a month each, tenable for two years at any college affiliated to the Calcutta University, shall be awarded to Muhammadan students of the Lower Provinces passing the Entrance Examination and failing to obtain any more valuable exhibition.

SPECIAL JUNIOR SCHOLARSHIPS FOR ABORIGINES.

D. P. I.
Cir. No. 146 of
1891.

Two junior scholarships of the value of Rs. 8 a month each, tenable for two years, in addition to the privilege of free tuition, are awarded annually to pupils of aboriginal races in the Chota Nagpur Division. Failing them, the scholarships are awardable to aboriginal candidates from other districts, whose names should be specially communicated to the office of the Director through the Circle Inspector when sending up the lists of candidates for scholarships.

SPECIAL JUNIOR SCHOLARSHIPS FOR FEMALES.

Bengal Govt.,
Genl. Dept.,
Resolution, &
18 Jany. 1887.

Three junior scholarships, one of each grade, shall be open annually for competition at the Entrance Examination to female candidates educated in any school in Bengal. They shall be awarded on conditions similar to those prescribed for general scholarships, and shall be tenable in any collegiate institution approved by the Director of Public Instruction, or in the certificate class of the Medical College.

* Only those persons are eligible for the scholarships who are Muhammadans not merely by race but by religion. [Govt., General Dept., No. 25T.G., dated 30th April 1896.]

INSTRUCTIONS WITH REGARD TO RULE 6 OF THE JUNIOR SCHOLARSHIP RULES.

Circular No. 81 of 1895 by the Director of Public Instruction.

“No candidate shall be eligible for a scholarship who has not studied for the whole session previous to the examination in the school to which he belongs at the time of presenting himself at the Entrance Examination, unless he has been transferred within that period with the sanction of the Circle Inspector.”

(a) For the purposes of this rule the 1st February will be taken as the commencement of a High School Session; but in the case of candidates who have failed (or who, having paid their admission fee, have been prevented by sickness or other cause from appearing at the next preceding Entrance Examination), the 1st July will be accepted as the date from which the session begins.

(b) The transfer of students from one school to another takes place under the ordinary transfer rules, and the Inspector's sanction is not generally required. But if a student of the first-class is transferred without the sanction of the Inspector after the 1st February (or, as the case may be, the 1st July, see preceding clause), he will not be eligible for a scholarship, and if after the 1st September, he will be treated by the University as a private student (see Calendar for 1901, page 99, foot-notes).

(c) Application for the Inspector's sanction to such transfer should be forwarded without delay to the Inspector by the parent or guardian of the student, either through the Head Master of the school which he is leaving or directly, in which latter case the Inspector will consult the Head Master. It is open to the Inspector to sanction the transfer of a student, while withholding the right of competing for a junior scholarship at the next examination.

(d) If the school to which the transfer is sanctioned by the Inspector is in another division, a copy of the order of transfer should be furnished by him to the Inspector of that division.

(e) A complete list of all the candidates at the Entrance Examination (and not merely, as heretofore, of those who are candidates for junior scholarships) will in future be called for from all recognized high schools. The Head Master will be required to state against the name of each candidate whether he is eligible or ineligible for a scholarship.

(f) The transfer certificates of all candidates who have been admitted into a school after the 1st February next preceding the Entrance Examination, should be forwarded with the list of candidates to the Divisional Inspector for examination and return. In the case of candidates who failed, or were prevented from appearing, at a previous Entrance Examination, the Registrar's receipts may take the place of the transfer certificates.

(c) SENIOR SCHOLARSHIP RULES.*

Thirty-seven Government senior scholarships are awarded annually, on the results of the First Examination in Arts, to successful candidates educated in any college in Bengal affiliated to the University of Calcutta.

2. These scholarships are of two grades—7 of the first grade carrying monthly stipends of Rs. 25, and 30 of the second grade, carrying monthly stipends of Rs. 20.

3. With the sanction of the Director of Public Instruction, a senior scholarship may be held at any affiliated college in Bengal which may be selected by the holder. A Government senior scholarship may also be held in the United Kingdom, subject to the conditions of good conduct and satisfactory progress, but not in other provinces of India.†

4. Each scholarship shall, conditionally on good conduct, be tenable for two years, provided that, at the end of the first year, the holder is certified by the Principal of his college to have made due progress in a collegiate course of instruction.

5. The holder of a senior scholarship in an institution not under the management of Government shall be liable at any time to be examined by two persons appointed by the Director of Public Instruction and approved by the Principal of the College to which he belongs, and, on proof of unsatisfactory progress, to be deprived of his scholarship.

6. Second-year students alone, i.e., students who present themselves for the First Examination in Arts not more than two years after passing the Entrance Examination, shall be eligible for scholarships.

7. The scholarships of the first grade shall be awarded to the ten candidates who obtain the highest aggregate marks.

8. The thirty scholarships of the second grade shall, subject to future reconsideration, be reserved for students at affiliated institutions in different parts of Bengal in the following proportion :—

			Number of scholarships.
Town of Calcutta	...	...	10
Presidency Division, outside Calcutta	...	...	4
Burdwan Division	...	...	7
{ Patna ditto	...	...	4
{ Bhagalpur ditto	...	...	2
Orissa ditto	...	...	2
Chota Nagpur ditto	...	...	1
			—
Total	...	...	30
			—

Pengal Govt.,
Genl. Dept.,
No. 67T.G., 7
1 Nov. 1899.

* Government has been pleased to restore the Senior Scholarships to their former value [Govt., General Dept., No. 1571, dated 4th April 1907.]
† Exception made in the case of the province of Eastern Bengal and Assam [vide Govt of Bengal, General Department, No. 1594T.—G., dated 22nd July 1907.]

Scholarships, Junior and Senior.

The scholarships shall be awarded to the candidates from each tract who obtain the highest marks at the examination, and who do not gain scholarships of the first grade, provided that their names appear in the first or second division of the list of passed candidates. Scholarships may, however, be awarded in special cases to candidates from Bihar or Orissa who fall below the second division. Scholarships not taken up in the tracts to which they are assigned may be awarded by the Director of Public Instruction, at his discretion, to deserving candidates from other tracts, special regard being had to the requirements of those parts of the country in which it is considered desirable to stimulate the demand for collegiate education.

9. No candidate shall be eligible for a scholarship who has not studied for the whole session previous to the examination in the institution to which he belongs at the time of presenting himself at the First Arts Examination, unless he has been transferred within that period with the sanction of the Director of Public Instruction.

10. The holders of senior scholarships in all Government colleges shall be required to pay the usual monthly fees levied from other students.

DURGA CHARAN LAHA'S SENIOR SCHOLARSHIP.

This scholarship is of the value of Rs. 20 a month, and it is awarded every alternate year to a student who has passed the First Arts Examination and is preparing for the B. A. Examination, and who obtains the highest marks but fails to secure a scholarship. The scholarship is also open to students from Eastern Bengal and Assam.

SPECIAL SENIOR SCHOLARSHIPS FOR MUHAMMADANS.*

Eight scholarships, tenable for two years—four of Rs. 10 a month each, and four of Rs. 7 a month each—shall be awarded on the result of the First Arts Examination to Muhammadans who fail to obtain any more valuable exhibition.

SPECIAL SENIOR SCHOLARSHIPS FOR ABORIGINES.

Two senior scholarships of the value of Rs. 20 each tenable for two years shall be awardable annually on the results of the F. A. examination to students of aboriginal races in the Chota Nagpur Division who do not gain any other scholarships of equal or greater value. Failing such students scholarships shall be awardable to students of aboriginal races from other districts.

Bengal Govt.,
Genl. Dept.,
Notification
No. 2823, 7
23 Dec. 1907.

SPECIAL SENIOR SCHOLARSHIPS FOR FEMALES.

Two senior scholarships, one of each grade, shall be open annually for competition at the First Examination in Arts to female candidates educated at any college in Bengal. These scholarships shall be awarded on conditions similar to those laid down for the general senior scholarships, and shall be tenable in any collegiate institution approved by the Director of Public Instruction.

* Only those persons are eligible for the scholarships who are Muhammadans not merely race but by religion. [Govt., General Dept., No. 257, G., dated 30th April 1896.]

(f) TENURE OF JUNIOR AND SENIOR SCHOLARSHIPS.

D. P. I.
Cir. No. 125 of
1894.

No application for the transfer of a Government Scholar will be entertained unless submitted in the subjoined form, and forwarded by the Principal of the College from which the scholar desires to be transferred. He should state in column 6 whether all dues have been paid, and a transfer certificate granted.

D. P. I.
Cir. No. 82 of
1892.

2. If a scholar after winning the scholarship does not join the college in which it is made tenable in the published list, a statement to that effect should be entered in column 6 of the form, and the application may be forwarded by the Principal of the College which he desires to join. The statement will be subject to subsequent verification.

3. If a scholar joins the college within one month from the date of publication of the scholarship list in the Gazette, his scholarship may be drawn from the 1st June, deductions under the ordinary rules being made for absence on working days.

4. If a scholar fails to join a college within a month from the date of its re-opening after the summer vacation, his scholarship is not to be drawn except with the sanction of the Director, which will be withheld unless satisfactory reasons are shown for the delay.

5. Leave on full stipend may be granted to a scholarship-holder up to 15 days in a year. Sick leave on half stipend may be granted to a scholarship-holder up to three months, at the expiration of which, should further leave be required, an application for it must be made to the Director. No leave with stipend will be granted for more than three months, nor any leave for more than six months. A scholar who absents himself before a long vacation (Summer or Durgapuja) should obtain leave before absenting himself. For absence after a long vacation he should forfeit stipend for 2 days for each day by which he overstays the vacation (order dated 10 3-98).

Form for use by the Heads of colleges in recommending the Transfer of Government Scholars.

NAME OF SCHOLAR.	Name and grade of scholarship and year in which it was gained.	School or College from which the scholarship was gained.	College in which the scholarship is now held.	College to which it is desired to transfer the scholarship.	Grounds for transfer as stated by the scholar under Rule XII* of the revised Transfer Rules for Colleges, and the Principal's opinion thereon.	Orders passed by the Director of Public Instruction.
1	2	3	4	5	6	7

* "The transfer of Government Scholarship-holders shall be subject to the previous sanction of the Director of Public Instruction, which will be withheld unless satisfactory reasons are assigned for the transfer."

N.B.—A fee of Rs. 2 for the transfer of a junior or of Rs. 4 for that of a senior scholarship should be paid into a Government treasury, and the treasury receipt should be annexed to this form, together with the student's application for transfer.

(g) ENDOWED SCHOLARSHIPS FOR MUHAMMADANS.*

The following scholarships have also been created for Muhammadan students from various private endowments. All are tenable for two years except Syed Ali Khan Bahadur scholarship and the Amir-i-Kabir continuation scholarship, which are for one year. The Nawab Ahsan-ulla scholarship is for four years.

Name and class of scholarship. -	No.	Monthly value.	Remarks.
1	2	3	4
<i>Junior.</i>		Rs.	
Mohsin	1	10	Awardable to students passing the Entrance Examination from the Calcutta Madrasah.
"	2	8	Hooghly 2.
Amir-i-Kabir... ..	2	10	Calcutta Madrasah.
Ditto continuation† ..	1	10	Ditto.
Syed Ali Khan Bahadur ...	1	10	Ditto.
Syed Lutf Ali Khan Bahadur	2	8	Patna 2. Awardable every alternate year.
<i>Senior.</i>			
Mohsin	1	14	{ Open to all colleges.
"	1	12	
Syed Kazi Reza Hussain	1	11	Confined to the Patna College.
Darbhanga (Madrasah) ...	2	10	Confined to the Calcutta Madrasah.

* Only those persons are eligible for the scholarships who are Muhammadans not merely by race but by religion [Govt., General Dept., No. 25T.G., dated 30th April 1886]

† The Amir-i-Kabir continuation scholarship is awardable to the Syed Ali Khan Bahadur scholar at the end of the first year, as that the scholarship is tenable for one year only.

(h) MUHAMMADAN GRADUATE SCHOLARSHIPS.

There are three Madrassah Graduate Scholarships of the value of Rs. 20 a month, each, tenable for one and half years at any college in Bengal.

Besides these there is one Mohsin Graduate Scholarship of the value of Rs. 25 a month, tenable for one year, and open to all Muhammadan Graduates, excepting those who appear as teachers.

(i) PRESIDENCY COLLEGE GRADUATE SCHOLARSHIPS

Five scholarships, founded in commemoration of the donors whose names they bear, are attached to the Presidency College, Calcutta, and are tenable by graduates in Arts or Science for one year after taking the degree of B. A. or B. Sc., *viz* :—

The Burdwan scholarship	...	Value Rs. 50 a month.
„ Dwarka Nath Tagore scholarship	„	50 „
„ Bird scholarship ...	...	„ 40 „
„ Ryan scholarship ...	...	„ 40 „
„ Gopi Mohun Tagore scholarship ...	„	30 „

There are besides the following six scholarships tenable on the same conditions :—

2	Hindu College Foundation scholarships	Rs. 40 each.
1	Ditto ditto ...	„ 30 „
3	Ditto ditto ...	„ 25 „

(j) POST GRADUATE SCHOLARSHIPS FOR ORIGINAL RESEARCHES.

Revised rules with regard to these scholarships will shortly be published.

(k) ELLIOTT PRIZE FOR SCIENTIFIC RESEARCH.

In 1892 Sir Charles Elliott, K.C.S.I., Lieutenant-Governor of Bengal, made a gift, in his private capacity, of a Government promissory note for Rs. 5,000, to be vested in the Treasurer of Charitable Endowments for the territories subject to the Lieutenant-Governor of Bengal, for the purpose of the creation of an endowment for the encouragement of original research in Physical Science in Bengal.

2. The prize, *i.e.*, the annual sum received as interest on the said promissory note, is awarded in cash or partly in the form of a gold medal and partly in cash, for an original essay giving the results of original research or investigation in any branch of Physical, Chemical, Mathematical or Natural Science, composed and published during the calendar year on account of which the prize is given.*

3. Any native of Bengal, including any Eurasian or domiciled European residing in Bengal, may compete for the prize.

4. The Trustees entrusted with the Administration of the property are—

The President of the Asiatic Society.
The Vice-Chancellor of the Calcutta University.
The Director of Public Instruction, Bengal.

* The rotation of the subjects prescribed since 1893 (the first year of the competition) was as follows:—

(1) Mathematics, (2) Natural Science, (3) Chemistry, (4) Physical Science.
The subject for each year is notified in the *Calcutta Gazette* in January.

5. The Trustees have the power to consult as experts—

The Superintendent, Botanical Garden.

The Superintendent, Geological Survey.

The Meteorological Reporter to the Government of India.

The Superintendent, Imperial Museum.

The Principal, Medical College, Calcutta.

The Professor of Physiology, Medical College.

The Director or Managing Secretary to the Indian Association
for the advancement of Science.

The Professor of Physical Science, Presidency College, Calcutta.

The Professor of Chemistry, Presidency College, Calcutta.

The Professor of Mathematics, Presidency College, Calcutta.

6. The essays of competitors are to be sent in to the President, Asiatic Society, by the end of December of each year. The prize will be adjudged to the best competitor, and awarded publicly at the Annual General Meeting of the Asiatic Society in February.

7. Preference will be given to researches leading to discoveries likely to develop the industrial resources of Bengal. In the case of no essay being deemed by the Trustees to be of sufficient merit, no prize is to be awarded, but the amount is to be retained, so that in any future year, two or more prizes may be given or the prize may be enhanced in the case of an exceptionally good essay.

10.—FINES.

Circular No. 11, dated the 17th January 1907, by the Director of Public Instruction.

In forwarding herewith, for your information and guidance, the documents noted in the margin regarding the appropriation of fines realized from pupils of Government collegiate and high schools, I have

1. Copy of Government letter No. 2391, dated the 30th October 1906.

2 A copy of the rules approved in the above Government letter.

the honour to request you to exercise a strict check over the disbursements of each school under your control, so that it may not spend in any year, on the objects on which the fines may be spent, more than it has received by way of fines during the 12 months which immediately precede the submission of the budget estimates, as explained in paragraph 2 below.

2. The Head Master of each school should include in his annual budget estimates, both on the receipt and the expenditure sides and under separate heads, amounts equivalent to the fines realized during the twelve months immediately preceding the month in which the budget is submitted to the Inspector of Schools or the Principal, as the case may be. These entries should be supported by the treasury receipts, by the help of which the Inspector or the Principal should verify the correctness of the provision made, and certify to that effect over his initials. The receipts should be returned to the school concerned after such verification.

3. This entry in the budget estimates should not be considered as authorizing expenditure, until orders are received from the Director showing the amount which can be spent during any particular year in each school on good conduct and good attendance prizes, in consideration of the fines realised during the twelve months which immediately precede the submission of the budget as explained in paragraph 2 above. When such sanction is received, the necessary amounts may be drawn from the Treasury on fully vouched contingent bills headed "Prizes out of fines."

4. Special attention is invited to Rule 1 of the rules enjoining the use of a separate challan form whenever a fine is credited into the Treasury.

RULES FOR THE APPROPRIATION OF FINES REALIZED FROM PUPILS OF GOVERNMENT COLLEGIATE AND HIGH SCHOOLS.

[Approved in Gcet. of Bengal, General Dept., No. 2391, dated the 30th October 1906.]

1. A separate account shall be kept in each school of the amounts realised from fines. Such amount shall be deposited in the Government Treasury, a separate challan form being used in each instance.

2. The total amount of fines realized and deposited in the Government Treasury by each school during the last preceding year

Free Studentships.

should be shown in a separate column to be provided for the purpose in the budget estimate of the school concerned, a corresponding amount for awarding prizes for good conduct and good attendance being provided on the expenditure side of the form.

3. Principals in charge of collegiate schools and Head Masters of high schools are authorized to draw the amounts required for the purchase of prizes such as are indicated in the last rule, provided that in no case shall the amount so disbursed exceed the receipts caused by the imposition of fines during the last preceding year at the school concerned.

4. Any sums of money realized and deposited in the Government Treasury in accordance with Rules 1 and 2, and not utilised in the next succeeding year in the manner indicated in Rule 3, shall lapse to Government.

11.—FREE STUDENTSHIPS.*(a) IN SCHOOLS.*

The existing orders regarding the grant of free-studentships to time-expired middle scholars are summarised below:—

1. By this office Circular No. 122, dated the 2nd September 1893, Inspectors of Schools were authorised to grant free-studentships to time-expired middle scholars up to the limit allowed in Rule 5 of the Scholarship Rules of the 7th January 1882.

2. By this office Circular No. 100, dated the 1st December 1882, free-studentships were declared to be awardable to those students who were debarred from gaining middle scholarships under the "two-scholarship rule." Authority to grant such free-studentships was conferred on Inspectors of Schools by this office Circular No. 61, dated the 26th April 1893.

3. By this office Circular No. 164B., dated the 6th December 1893, Inspectors of Schools were further authorised to grant an extension of free-studentships, up to the limit of two years to those students to whom free-studentships had been awarded under the Circular quoted in the preceding paragraph.

If the Managers of private aided high schools desire to give special facilities to Muhammadan pupils to study a high school course, they are, with the sanction of the Inspectors of Schools, at liberty, in addition to the 5 per cent. admissible under the general rule,* to admit Muhammadans as free-students up to the limit of 8 per cent. of the school population, but not exceeding 12 in all. Thus in a school of 100 boys, 5 free students may be admitted under the general rule, and in addition 8 Muhammadan students may be permitted to read free. In a school of 200 boys 10 would be allowable under the general rule and in addition 12 Muhammadan free-studentships might be allowed under the special rule.†

D. P. I.
Cir. No. 78 of
1897.

D. P. I.
Cir. No. 7 of
1897.

The 5 per cent. of the school population allowed to read free in a Government or aided High school under orders contained in Circular No. 78 of 1897 is exclusive of scholarship-holders and time-expired scholars. [Circular No. 4, dated 2nd January 1899.]

† Inspectors of Schools and Principals of Colleges are competent to grant such free-studentships subject to their reporting the action taken in each case to the office of Director of Public Instruction. [Circular No. 58, dated 8th May 1899.]

D. P. I.
r. No. 187.
1897.

4.* With a view to giving relief to a very large number of poorly paid Government servants whose duties are directly concerned with the Education Department, teachers in Government schools drawing salaries not exceeding Rs. 50 a month are, from the 1st August 1897, allowed the privilege of educating in the school in which they are employed one son free and one son at half the usual rates of fees.†

This concession does not apply to nephews or wards.

5.* Government pensioners who have retired from service in the Education Department and whose pensions do not exceed Rs. 25 monthly, may be allowed similar privileges. The concession may also be extended to the orphans of officers who died in the service of the department while in the receipt of pay not exceeding Rs. 50 a month and also to the orphans of pensioners of the department who were drawing pensions not exceeding Rs. 25 monthly.

6. Head Masters of Government Schools may decide cases coming under rule 4.

7. Cases coming under rule 5 should be decided by Inspectors of Schools, to whom applications should be made by the fathers or guardians as the case may be.

8. The concessions granted under these rules are liable to forfeiture by students who are not well-behaved or who fail to pass their class examinations.

D. P. I.
r. No. 153, ✱
Sepr. 1904.

The following revised orders as to the admission of free students into Government schools are issued as the result of certain enquiries which have recently been instituted into the conditions under which free students, including scholarship-holders, are admitted into certain educational institutions.

2. In respect to such matters, it is expected that Government institutions should serve as models or standards for the imitation of other classes of schools and educational institutions.

3. The total number of free students admissible under the existing rules in Government schools has certainly steadily increased in recent years, and it appears after enquiry to be now unduly large.

4. It is accordingly ruled that in the future, free students of all classes, excepting those actually holding scholarships or who are allowed free studentships under the "two-scholarship rule" and excluding the Muhammadan free students under the 8 per cent. rule, should not exceed 5 per cent. of the pupils on the rolls of each school.

5. The 8 per cent. allowance of free studentships for the benefit of Muhammadan boys should continue to be over and above the 5 per cent. admissible under the general rule, and no modifications seem necessary in the circulars already existing on the subject. The circulars about Muhammadan students are, however, sometimes misunderstood

* The concession does not extend to sons of menial servants. [Circular No. 85, dated 3rd June 1898].

† This must be within the 5 per cent. granted under the general rule. [Circular No. 140, dated 5th December 1900.].

Free Studentships.

and misinterpreted. The rule as to 8 per cent. was originally intended to be calculated not on the total number of pupils in a school, but only on the total number of Muhammadan pupils in a school. This order was modified by this office circular No. 78 of 1897 which changed the 8 per cent. from being applied to Muhammadan boys only to its being applicable to the total strength of the school with the proviso that not more than 12 such Muhammadan freeships should be given. This rule in practice gives rise to great inequalities. Thus in a school of 150 boys with 138 Hindus and 12 Muhammadans in it, all the Muhammadans or 100 per cent. might be admitted free, while in another school of 150 boys with 75 Hindus and 75 Muhammadans only 12 Muhammadans or 16 per cent. can be admitted free. It is not at present proposed to cancel circular No. 78 of 1897, but head-masters should be careful not to abuse the rule and to limit such freeships as far as possible to the 8 per cent. of the Muhammadan population of the school.

6. It has also been pointed out to this office that the granting of free studentships to time-expired scholars and of extension of free studentships to time-expired free students under the "two-scholarship rule" by Inspectors of Schools, in the case of collegiate schools which are directly under the control of Principals of colleges, is open to objection.

7. As the objection raised seems to be reasonable, this office Circulars Nos. 122 and 164, dated the 2nd September 1893, and 6th December 1893, respectively, are modified so far as to allow of the free studentships and the extension of free studentships mentioned in paragraph 6 above being granted by Principals of colleges in the collegiate schools under them.

8. Managers of aided schools or of aided colleges may, if they like, allow, with the sanction of the Inspectors of schools, in their schools or collegiate schools, as the case may be, the free studentships provided in paragraphs 4, 5 and 6 for Government schools and Government collegiate schools, but in no case should the maximum fixed in those paragraphs be exceeded.

(b) IN COLLEGES.

As a rule, free studentships in Colleges are not granted. This is in accordance with the recommendations of the Universities' Commission.

In special circumstances, however, such free studentships are granted with the sanction of Government.

Bengal Govt.
Genl. Dept.,
No. 2417,
3 Novr. 1906.

W 12.—LABORATORY RULES.

RULES FOR THE MANAGEMENT OF THE STOCK-BOOKS OF LABORATORIES OF GOVERNMENT COLLEGES.

1. A stock-book of all apparatus whose aggregate value is £1 and upwards, and of such chemicals as are included in the annexed list, is to be properly kept in all laboratories, such as Physical, Chemical, Biological, etc.

Valuable and rare specimens should also be entered in the above stock-books.

2. Such stock-books are to be kept in the form as in the annexed sample.

3. There should be some officer in every laboratory responsible for all such articles, and without whose knowledge no such articles should be removed or expended.

4. All such articles should be examined and compared with the stock-book at the close of each official year. Any breakage or loss discovered should be at once reported to the Senior Officer in charge of the laboratory, if he should not be the officer who is responsible for the lists, and also to the Principal of the College.

5. On receipt of the articles obtained from an indent, all such articles should be at once entered in the stock-book.

6. It is expected that proper care will be taken of all articles in the laboratories. The condition of the laboratories shall be noticed in the Annual Report of the College.

List of chemicals to be entered in the stock-books.

1. Acid Pyrogallio.
2. Alkaloids, such as Quinine, Strychnine, Morphine, Cocaine, etc.
3. Silver and silver salts.
4. Gold and gold salts.
5. Cobalt salts.
6. Mercury metal.
7. Iodine.
8. Palladium metal and its salts.
9. Platinum metal and its salts.
10. All other rare metals and their salts.
11. All rare organic substances.

Sample form.

NAME OF ARTICLES.	Number or quantity in store on	Number or quantity received during	Breakages, losses, etc., or consumption.	Number or quantity to be carried forward.	REMARKS.

13.—LIBRARY RULES.

RULES FOR THE MANAGEMENT OF LIBRARIES OF GOVERNMENT COLLEGES AND SCHOOLS.

1. The Principal or Head Master shall from time to time lay down such rules as may be necessary for preserving order in the Library, and shall fix the hours during which the Librarian shall be present and the library open for reading or for taking out books.

D. P. I.
Cir. No. 45 of
1879.

2. No book shall be removed from the library without the knowledge of the Librarian; nor (except in the case of a book required for casual reference by a teacher during school hours) until after it has been entered by the Librarian in a register to be kept for that purpose. This register should contain columns for the name of the book taken out, for the dates of its removal and return, for the signature of the borrower, and for remarks (if necessary) upon the condition of the book at removal from, or return to, the library.

3. The Principal or Head Master shall determine the number of volumes that may be taken out at one time by teachers and by students respectively. He* will also determine, if necessary, the kind of books that shall be issued to students.

4. The Principals of colleges and Head Masters of schools shall determine the conditions under which books may be issued to persons not connected with the college or school.

5. Books taken out of the library must be returned to the Librarian, and on no account be transferred to any other person.

6. Any person losing or seriously damaging a volume shall pay its value or replace it with a similar volume. When it belongs to a set or series, unless he can replace it, he shall pay the value of the set.

7. Every book added to the library, whether by purchase or otherwise, shall be entered by the Librarian in a catalogue under its proper head.

8. Towards the close of each year, all the books shall be called in for a time, in order that the library may be compared with the catalogue, losses discovered and replaced, and necessary binding and other repairs carried out. During this period no person, except with the special permission of the Principal or Head Master, shall have access to the library.

9. The condition of the library shall be briefly noticed in the annual report of the college or school.

SUPPLEMENTARY RULES.

10. A complete list of books in the library, classified according to subjects, and of maps and furniture belonging to the school, is to be printed once every five years; and a copy of it should be furnished to the Inspector of Schools or other superior authority. It should be offered for sale, at a moderate price, to the general public. A list

D. P. I.
Cir. No. 32 of
1895.

Admission Rules.

of books lost or destroyed, and a similar list for maps and articles of furniture, should be sent to the Inspector with the annual report each year.

11. Copies of the printed list of library books, should be freely circulated among the teachers and the pupils.

12. Boys should be encouraged to use library books especially works of reference and juvenile books. The Librarian should be in attendance for an additional half hour, either before or after school hours.

D. P. I.
Cir. No. 8 of
1892.

13. With a view to encouraging a habit of study among the teachers and pupils of schools, all undue restrictions as to the taking out of library books should be removed, so far as the measure can be carried out without actual loss. As a rule not more than one book should be lent out to a student, and no work consisting of a number of volumes should be issued except under special precautions.

14.—ADMISSION AND TRANSFER RULES.**(a) ADMISSION RULES.****ADMISSION OF OVER-AGE STUDENTS.**

D. P. I.
Cir. No. 54, &
3 May 1889.

No boy who has attained the age of 14 years should be admitted to any class of a Government High school below the fourth, without the special sanction of the Inspector or the Principal, as the case may be. The permission would ordinarily be given as a matter of course to boys who come with Middle Vernacular scholarships.

D. P. I.
Cir. No. 1T., &
5 June 1891.

A relaxation of the foregoing rule may be often fairly permitted in the case of Muhammadan boys, especially where there is no High school under private management in the neighbourhood.

STATEMENTS OF AGE OF STUDENTS.

Circular No. 144, dated the 18th August 1904, by the Director of Public Instruction.

IN Bengal Government order No. 4234, dated the 30th December 1896, circulated with this office Circular No. 19, dated the 8th February 1897, Head-masters of recognised schools were directed, before sending students up for the Entrance examination, to verify the statements of age made by the students in their applications for permission to appear at the examination by comparing them with the ages as recorded at the time of their admission into the school. The form of the statement in the Transfer Certificates was also ordered to be changed, and the Head-masters were directed to state in the Transfer Certificates the ages of students in years and months, both at the time of admission into, and that of withdrawal from, a school.

2. In this office Circular No. 124, dated the 30th September 1901, great care was again required to be taken in the record of the age of students at the time of first admission, and it was directed that no statement as to age should be recorded in the Admission Book which was not made by the boy's father or other responsible guardian who

Admission Rules.

should be asked whether the age stated by him agreed with that given in the boy's horoscope, if he should happen to have one.

3. It appears that in some quarters a doubt has been expressed as to whether the English method or the native method is to be followed in the above record of age. The doubt is rather a gratuitous one, as from the fact that, in the Transfer Certificates ages have to be stated in years and months, it should have been quite clear that the ages were required to be recorded according to the European or English method. To remove, however, any possible future confusion in the matter, it is hereby directed that the English method should be strictly followed in the statement of ages of students in all cases, both in the Admission Books or in the Transfer Registers, and that the age should always be given in years and months, the number of completed years and completed months from the date of birth being given in each case. The age of a student who has completed, say, his 16th year, but not yet completed one month after the 16th year, should be given as 16 years and *nil* or zero months. It would not do to let the blank, before the word "MONTHS," remain unfilled, because this may give rise to doubt as to whether the number of months had been omitted by oversight only.*

4. The Head and other masters of schools are requested to pay particular attention to this matter, and to see that no incorrect entries are made, owing to any kind of misunderstanding as to the requirements of the department.

5. At the time of stating the age in the Transfer Certificates or in the applications for the Entrance examination, careful comparison must be made by the Head master himself with the original entry in the Admission Book, and the age of the student calculated from this and afterwards checked for accuracy, in order that there may be no possibility of mistake in the age.

ADMISSION BOOK.

Circular Nos. 21—23, dated the 1st February 1905, by the Director of Public Instruction.

In continuation of this office Circular No. 144, dated the 18th August 1904, and in partial modification thereof, it is directed that, in addition to the particulars hitherto recorded, the date of birth of a boy at the time of his admission to a school should, wherever possible, be recorded in the Admission Register, and the parent or the guardian, as the case may be, of the boy, should be asked to certify to the statement of the age and the date of birth, either by putting his signature in the Admission Register, or by making a declaration in the letter of application referred to in No. 1 of the Transfer Rules for High schools. In either case the declaration made by the father or the guardian should be attested by another respectable person, who should put his signature in the Admission Book or on the letter of application, in the presence of the Head-master of the school into which the boy is to be admitted.

* Vide paragraph 3 under "Admission Book," (next page).

2. As already directed in previous circulars (Circular No. 124, dated the 30th September 1901, and Circular No. 144, dated the 18th August 1904), the parent or the guardian should state whether the boy has a horoscope, and, if so, whether the age and date of birth given by him agrees with the horoscope.

3. The age should be stated in years, months and days, according to the English method, that is, the completed number of years, months and days should be given in each case.

4. In case a parent or guardian is illiterate, he should put his mark in the column in the Admission Register meant for his signature, and his declaration should be certified by another respectable person, as directed in paragraph 1.

5. The Admission Book of a school should accordingly contain the following columns :—

1. Serial number.
2. Name of a boy.
3. Father's name and occupation.
4. Recognised guardian's name and occupation.
5. Place of residence.
6. Condition of residence ; whether the boy is living with--
 - (a) parent, or (b) guardian, or (c) in a hostel, or (d) in mess ; and, in case of (c) or (d), if these are duly recognized.
7. Date of birth (the day, the month and the year must invariably be given).
8. Age according to the English method in completed years, months and days on the day of admission into the school.
9. Whether the boy has a horoscope, and, if so, whether the age given agrees with it.
10. Signature of father or guardian, if it is a case of first admission to any school, and not merely transfer from one school to another.
11. Signature of another respectable gentleman, if it is a case of first admission, and not merely transfer from one school to another.
12. School from which the boy comes.
13. Class in which he was reading.
14. Class in which he is admitted.
15. Number and date of Transfer Certificate.

Admission Rules.

16. Date of admission.
17. Further information (if any) required by the Inspector of Schools.
18. Remarks.
19. Head-master's signature.

(The headings prescribed above are essential, though others may be added at the discretion of the authorities of a school.)

6. In the case of boys who have already been admitted, and in whose case the date of birth and precise statement of age have not been recorded and the parent's or the guardian's signature has not been obtained, it is desirable that the omission should be supplied as soon as practicable.

7. The information as to age and birth should be, not only recorded in the Admission Register, but must also be entered in the Transfer Certificates granted to students at the time of quitting a school.

*Circular No. 103, dated the 11th July 1905, by the Director of
Public Instruction.*

I have the honour to state that no statement of the age of a boy is required under the rules from a guardian who applies for a Transfer Certificate, and hence there cannot be any conflict on such occasions between the guardians' statements and the entries in the Admission Book of a school.

2. Paragraph 6 of the office Circular Nos. 22-23, dated 1st February 1905, enjoins that, as far as possible, the records in the Admission Book of a school should be made complete. Up to the present time a school Admission Book gives only the age in years and months—(a) obtained either from the entry in a Transfer Certificate given by a former school, or (b) from the statement of the age of a boy made by parents or guardians when the boy is admitted for the first time into the school. Whenever the parents or guardians are available and in the neighbourhood, they should be asked to supply the *day* of the month of birth, in addition to the information which they have already given.

3. The year and month already given must not be altered in the Admission Book, and must continue to be accepted, unless any change is sanctioned on explicit evidence by the Inspector of Schools or the Director of Public Instruction.

4. In cases when horoscopes or other evidence are not available to give the day of the month, the year and month only must be accepted. In such cases, however, the parent or guardian should make a written statement to the effect that there is no horoscope.

**(b) TRANSFER RULES FOR
PRIMARY SCHOOLS.**

May 1896

I.—A student before he is admitted to a primary school from another school shall be required to produce a certificate from the head-teacher of the school in which he has last been reading. Whenever possible, a parent or guardian should accompany the boy. Failing this, he should provide him with a letter of application.

II.—The certificate shall run as follows:—

P. I. FORM NO. 33 (*New*).

_____ School.

D. P. I.
Cir. No 148, 7
7 Decr. 1905.

(The lower classes of the school are taught their ordinary class subjects by means of ^{English} ~~the vernacular~~ as the language of instruction.)

CERTIFIED that _____, son of _____,
an inhabitant of _____, was in the _____ class of the _____
school up to _____ and left with a _____ character. His age on
that day is believed to have been _____ years _____ months _____ days.
His age on entering the school on the _____ day of _____ (month) _____
(year) was ^{stated by his parent or guardian} ~~calculated from his Transfer Certificate from~~ _____ school in _____ district
to be _____ years _____ months _____ days. His date of birth was
stated by his parent or guardian to be the _____ day of _____ (month)
_____ of year (Bengali), corresponding to the day of _____ month
_____ of year (English). All sums due by him to the school have
been paid. He has or has not passed the annual examination for
promotion to the _____ class.

Dated the _____ 19 . }

Teacher.

"*Note.*—Head Masters are strictly required, before signing a transfer certificate, to compare the statements of age made on entering and on leaving the school, and to see that they are consistent" [Gout., General Dept., No. 4234, dated 30th December 1896.]

Transfer Rules, Primary Schools.

III.—The certificate is to be given on the day on which it is asked for, failing which the grounds for refusal (including a statement of dues *in default*) are to be stated upon the application, which should be returned to the applicant.

IV.—If a boy's name be struck off for non-payment of dues, he shall not receive a certificate until all sums due to the school (up to a limit of schooling fees for three months) have been paid. No transfer fee is to be charged.

V.—All questions arising under these rules shall be referred to the Sub-Inspector of Schools, from whose decision an appeal may be made to the Deputy Inspector. The Deputy Inspector's decision will be final.

VI.—The onus of selection for promotion shall, as heretofore, rest with the head *gurus* of the schools concerned, who will also grant transfer certificates to pupils who wish to leave their respective schools for other schools. No pupil in a primary school should, however, be promoted from one class to a higher one, unless his attendance in the class from which he is to be promoted is 70 per cent. of the total number of working days in the session.

D. P. L.
Cir. No. 113, 7
11 Augt. 1905.

(2) A Sub-Inspector of Schools should be specially careful to ascertain, on the occasion of his visits of inspection, whether the promotions granted by the *gurus* are justified, and whether the transfer certificates issued by them contain correct statements.

(3) Head teachers of schools to which boys coming from primary schools with transfer certificates wish to be admitted are not bound to take them into the class for which they are said to be fit in the transfer certificate, anything in this office circular No. 38, dated 8th March 1905, notwithstanding. An entrance examination of such candidates for admission may be held by the head master of the school into which the boy is to be admitted, and if his examination is not favourable to the candidates, they may be given the option of joining a lower class or of going on to other schools.

VII.—A student shall not, on admission to a school, be placed in a class higher than that in which he was in the school he has quitted, or if he has passed the annual examination for promotion, than the next higher class.

VIII.—Wilful transgression by a school of any of these rules will render it liable, in extreme cases, to forfeit any grant it may be receiving, and also the right to send up candidates to the scholarship or other examinations for one or more years.

(c) TRANSFER RULES FOR
MIDDLE SCHOOLS.16th January
1897.

I.—A student before he is admitted to a middle school shall be required to produce a certificate from the head teacher of the school (primary or secondary) in which he has last been reading. Whenever possible, a parent or guardian should accompany the student. Failing this, he should provide him with a letter of application for admission.

II.—The certificate shall run as follows :—

P. I. FORM No. 33 (*New*).

P. I.
Cir. No. 163, 7
7 Dec. 1905.

_____ School.

(The lower classes of the school are taught their ordinary class subjects by means of ^{English} the vernacular as the language of instruction.)

CERTIFIED that _____, son of _____,
an inhabitant of _____, was in the _____ class of the _____
school up to _____ and left with a _____ character. His age on
that day is believed to have been _____ years _____ months _____ days.
His age on entering the school on the _____ day of _____ (month) _____
(year) was ^{stated by his parent or guardian} _____
^{calculated from his Transfer Certificate from} _____ school in _____ district
to be _____ years _____ months _____ days. His date of birth was
stated by his parent or guardian to be the _____ day of _____ (month)
_____ of year (Bengali), corresponding to the day of _____ month
_____ of year (English). All sums due by him to the school have
been paid. He has or has not passed the annual examination for
promotion to the _____ class.

Dated the _____ 19 . }

Head Master.

"Note—Head Masters are strictly required, before signing a transfer certificate, to compare the statements of age made on entering and on leaving the school, and to see that they are consistent" [Govt., General Dept., No. 4234, dated 30th December 1896.]

Transfer Rules, High Schools.

III.—The certificate is to be given on the day upon which the application for transfer is presented. If for any reason a certificate is refused, the grounds for refusal shall be written upon the application and signed and dated by the head master. The application shall then be returned.

IV.—A certificate shall not be granted until all sums due to the school have been paid, provided that such sums do not exceed schooling fees and fines for three months. In giving grounds for refusal (under Rule III), the amount due should be stated *in detail*. No transfer fee shall be charged for granting a certificate.

V.—For the purposes of the transfer certificate, the date on which a student presents his application for transfer shall, in the event of his subsequently leaving it, be regarded as the date upon which his connection with the school ceased; and no fee shall be charged to him for any subsequent month.

VI.—All differences arising between one head master and another respecting questions coming under these rules shall be referred, with all convenient speed, to the Deputy Inspector of Schools. In the event of his decision being disputed, the matter shall be referred to the Inspector of Schools, whose decision shall be final.

VII.—If a boy be found producing a false certificate, or making a false statement, the matter shall first be inquired into by the Sub-Inspector of Schools.

VIII.—Students guilty of a breach of these rules shall be punished by exclusion from examinations, by class degradation, by fine (of a greater or less amount according as his parent or guardian may be implicated in the offence or not), by corporal punishment, or in such other way as the Inspector of Schools may think fit to direct.

IX.—A student shall not, on admission to a school, be placed in a class higher than that in which he was in the school he has quitted, or if he has passed the annual examination for promotion, than the next higher class.

For the purposes of this rule, the first class of any upper primary school corresponds to the third class of a middle school, the second class to the fourth class, and so on.

X.—Wilful transgression or colourable evasion of any of these rules will render a school liable to forfeit the right of sending up candidates for the scholarship examinations, and also to the loss of any grant-in-aid which it may be receiving from public funds.

(d) TRANSFER RULES FOR
HIGH SCHOOLS.*

I.—A student, before he is admitted to a high school, shall be required to produce a transfer certificate† from the head-master of the school (of whatever class) in which he has last been reading. If he has

* The number of classes in a high school on an English basis should ordinarily be taken as eight, with the last class divided into two sections when necessary, but with the understanding that a boy should be able to pass from the lower section of class VIII to class VII in one year. In high schools on a vernacular basis the number of classes, including sections of classes, may be as many as thirteen.

† No transfer certificate issued by a High School, before its recognition by the Calcutta University, will be accepted for the purposes of the Transfer Rules for those schools, unless countersigned by an Inspector of Schools. The list of recognised schools is given in the Calcutta University Calendar. It is essential, however, that dues shall be paid.

Transfer Rules, High Schools.

failed at the previous Entrance examination, and applies for admission in the following session without having joined any other school, the Registrar's receipt shall be accepted in lieu of a certificate. The fact of his admission, with the date, should be written across the face of the Registrar's receipt, or transfer certificate as the case may be.

II.—The transfer certificate shall run as follows :—

P. I. FORM No. 33 (*New*).

_____ School.

D. P. I.
Cir. 168, 7
7 Decr. 1905.

(The lower classes of the school are taught their ordinary class subjects by means of ^{English} the Vernacular as the language of instruction.)

CERTIFIED that _____, son of _____
an inhabitant of _____, was in the _____ class of the _____
school up to _____ and left with a _____ character. His age on
that day is believed to have been _____ years _____ months _____ days.
His age on entering the school on the _____ day of _____ (month) _____
(year) was ^{stated by his parent or guardian} _____ ^{calculated from his Transfer Certificate from} _____ school in _____ district
to be _____ years _____ months _____ days. His date of birth was
stated by his parent or guardian to be the _____ day of _____ (month)
_____ of year (Bengali), corresponding to the day of _____ month
_____ of year (English). All sums due by him to the school have
been paid. He has or has not passed the annual examination for
promotion to the _____ class.

_____,
Dated the _____ 19 . }

Head Master.

"*Note.*—Head Masters are strictly required, before signing a transfer certificate, to compare the statements of age made on entering and on leaving the school, and to see that they are consistent." [*Govt., General Dept., No. 4234, dated 30th December 1896.*]

* Private schools are supplied with the Transfer Certificate form through the Deputy Inspector of Schools who will forward their indents to the Superintendent of Stationery. He will recover the value of the form from the schools concerned and deposit the same in the local treasury, forwarding the Treasury Officer's receipt for the amount to the Superintendent of Stationery. Government schools are supplied with the form free of cost. [*D. P. I., Circular No. 127, dated 26th August 1898.*]

Transfer Rules, High Schools.

When an original certificate has been lost, a duplicate transfer certificate may be granted to a student on payment of a fine of one rupee. But to guard against the possibility of abuse, particular care should be taken to inquire whether the student has been admitted to any other school since the issue of the first certificate.

D. P. I.
Cir. No. 1T. of
1896.

III.—Application for the transfer of a student must be made by his parent or *bonâ fide* guardian, either personally or by letter (registered, if necessary), to the Head Master of the school which he is leaving; and when so made the certificate is to be given without any avoidable delay. The only grounds on which it can be refused are (1) gross misconduct, (2) failure to pay the sums due to the school, including schooling fees and fines and transfer fee (if any). If a certificate is refused, the cause of refusal shall be at once notified in writing to the applicant. If the certificate is not received within three days of the payment by the student of the amount (if any) due to the school, the matter may be referred to the Inspector of Schools, or to the Director of Public Instruction, as laid down in Rule XII.

If it appears that there has been any unnecessary delay in granting the transfer certificate, or if lengthy correspondence is likely to take place before a settlement can be arrived at, the Inspector (or, as the case may be, the Director of Public Instruction), may, in the event of a *primâ facie* case being made out, allow the student to be admitted to the school he wishes to join, pending the settlement of the claim of the old school against the boy, provided that his guardian, or the authorities of the school he is about to join, undertake to pay such sums as may be subsequently determined by the Inspector or the Director to be due.

D. P. I.
Cir. No. 37 of
1894.

N.B.—The authorities of an institution, which a student wishes to join, should on no account take any part in securing his transfer certificate from the institution which he intends to leave, except to give the assurance required in cases of provisional admission. See Rule XVII.

IV.—Any instance of “gross misconduct” on the part of a student, whether followed or not by expulsion, must be at once reported to the Department, failing which no future action can be taken on it. A student expelled for misconduct cannot be admitted to another school without the express sanction of the Department.

V.—For the purposes of the transfer certificate, the date on which a student presents his application for transfer, or the date of the receipt of the letter (Rule III), shall be regarded as the date upon which his connection with the school ceased; and no fee shall be charged to him for any subsequent month. But if the student does not pay the sums due from him to the school within three days of his receiving intimation of their amount, he shall be treated as “absent without notice” until such sums are paid, subject (as regards any further sums so accruing) to the limit stated in Rule VI.

VI.—A student quitting a school without notice shall be liable to pay fees, together with fines for absence, for one month subsequent to that in which he last attended the school for the purpose of study, after which his connection with the school shall be considered to have ceased.

VII.—A student quitting a school, except at the close of a session, shall be liable to pay a transfer fee* before obtaining his transfer certificate. The transfer fee shall not (except under special orders of the Department in the case of free students) exceed the ordinary monthly fee of the class.

D. P. I.
Cir. No. 76
1898.

Sons of teachers in Government schools, when they are transferred from one Government school to another, are exempted from payment of transfer and admission fees.

VIII.—The session of each school ends in the month in which the annual examinations for promotion are held, and preceding that in which the new classes are formed. The test examination of the first class is taken as the annual examination of that class for such of the students as are not sent up to the Entrance examination. For students permitted to appear at that examination, the session ends in the month in which the 1st day of the Entrance examination falls [Govt. Order No. 1389, dated 21st March 1900, and D. P. I. Circular No. 59, dated 19th April 1900.]

IX.—If a student withdraws from a school after the Durga Puja vacation, he shall be liable to pay fees in that school up to the end of the session. When fees are paid up to the end of the session, no transfer fee should be demanded. [June 1896]

A student withdrawing from a school in the month immediately preceding a vacation recognised by the Department, and of more than 15 days' duration, shall be liable, except in the case of *bona fide*† transfers, to pay fees in that school for the vacation. These fees may be levied in the month preceding the vacation.

X.—A student shall not be sent up to the Entrance examination until he has paid all sums due to the institution in which he has been reading, including fees up to the end of the session, *i.e.*, to the month in which the first day of the Entrance examination falls.

XI.—When a student of the first or second class has held a scholarship, free studentship or half-free studentship under express stipulation in writing, signed by himself and his father or guardian, that the whole or a portion of the sum drawn by, or remitted to, him, shall be refunded to the school in case of withdrawal from it within a certain period, the transfer certificate may be withheld until the sums so due have been repaid, provided that the amount so claimed shall not exceed the amount actually drawn or remitted.

N.B.—Special rules which are in contravention of this rule will not be recognised by the Department, unless they are agreed to *in writing* by both students and their guardians.

XII.—The transfer of Government scholarship-holders and free students shall be subject to the previous sanction of the Inspector or (in the case of schools attached to first-grade colleges) of the Director of Public Instruction, which will be withheld unless satisfactory reasons are assigned for the transfer.

* Scholarship-holders are required to pay transfer fee like other students on applying for transfer to another school; this is in addition to the fee payable for the transfer of the scholarship.

† See foot-note to Rule VIII of the Transfer Rules for Colleges.

‡ By "*bona fide* transfers" is here meant actual transfers, *i.e.*, transfers which are immediately followed by admission to other institutions, so that there is no possibility of escaping payment of fees for the vacation.

XII(a).—A scholarship will not ordinarily be transferred from one school to another after the Puja vacation until the examination of the college or school in which the scholar reads is finished.

XII(b).—The transfer of students will not ordinarily be permitted within six weeks of the time for holding the annual examination.

XIII.—A student shall not, on admission to a school, be placed in a class higher than that in which he was in the school he has quitted, or if he has passed the annual examination for promotion, than the next higher class. This rule shall apply to admissions to the three highest classes. Thus, a student failing at the annual examination of the fourth class of one school cannot be admitted to the third class of another. The provisional promotion of a student will not be recognised by the Department. (*See below Rule XVII*)

XIV.—If a student has been absent from a school for a full year, and if the Inspector of Schools or the Director of Public Instruction (*vide* Rule XXII) is satisfied that his absence was not due to misconduct or rustication, the preceding rule may, with the sanction of the Inspector or the Director, as the case may be, be relaxed in his favour.

XV.—The fact of a student applying for admission without having undergone the annual examination of his old school must be regarded, unless the reverse is certified to by his former head-master, as sufficient evidence of his not having been fit for promotion. He should not therefore be admitted into a class higher than that in which he was in the other school.

XVI.—After admission under the foregoing rules, no student shall be promoted to a higher class before the next annual examination of the school. The application of this and the preceding rule shall be confined to the three highest classes. (*See illustration, Rule XIII.*)

Note (1).—It would be a violation of this rule to send up a student to the Entrance examination before he has been promoted in due course to the first class of the school. The class immediately below the 1st or Entrance class should be denominated the 2nd class, and not the preparatory entrance class—a name which has given rise to confusion, and which will not be recognised.

Note (2).—The annual examinations are held at various times from December to February. In the case of a student admitted under Rule XV, the “next annual examination” means the annual examination held in the following session.

Note (3).—The annual examination will not be recognised in any school which has not been *bond fide* in existence from the beginning of the session.

XVII.—No student shall be provisionally admitted to a school without the sanction of the Inspector or of the Director of Public Instruction, as the case may be. *See above, Rule III.* Provisional admission should be treated as a violation of the rule. Such sanction will only be given on the assurance of the Managers, that whatever sums may be adjudged by the Department to be due by the student in his former school will be promptly realised and paid, with a view to obtaining a transfer certificate.

XVIII.—A student who has failed at the test examination of his school shall not be sent up to the Entrance examination as a student of any other school, nor shall he be sent up to that examination as a private student.

Transfer Rules, Madrasas.

XIX.—All questions arising between one head-master and another respecting the enforcement of these rules shall be referred, as soon as possible, to the Director of Public Instruction in the case of high schools attached to first-grade colleges, or to the Inspector in the case of other high schools.

XX.—If a student be found producing a false document, or making a false statement as to his attendance at any school, he shall be liable to fine or rustication,* or expulsion, and shall be reported to the Department.

XXI.—Wilful transgression or colourable evasion of any of the foregoing rules will render a school liable to forfeit the right of sending up candidates for junior scholarships, and to be reported to the University for further penalties.

XXII.—Any departure from these rules must have the previous sanction of the Director of Public Instruction in the case of high schools attached to first-grade colleges,† and of Inspectors in the case of other high schools :—

XXIII—

D. P. I.
Cir. No. 5, 4
20 Jany. 1902.

- (a).—Every new student on admission should in general pay fees from the beginning of the session, unless he produces a transfer-letter from the head of an institution of the same class, showing that he has paid all fees due from him in that institution up to the month preceding that in which he applies for admission.
- (b).—A student who has withdrawn his name should in general, be required, on re-admission, to pay all fees due for the intervening period, unless he can show, to the satisfaction of the Principal or Head-master, (a) that he has been reading in another institution of the same class, or (b) that he has been absent owing to sickness or other good cause.‡
- (c).—No student should be promoted to a higher class unless he has paid all fees due from him month by month.
- (d).—No student should be sent up for any University examination until he has paid the fees due from him for the whole session.

**(e) TRANSFER RULES FOR THE ARABIC DEPARTMENTS OF
MADRASAS.**

D. P. I.
Cir. No. 27, 4
March 1896.

It is notified that the transfer rules in force for high schools, with necessary omissions [e.g., rules X, XI, XII, (a), latter part of rule I, the first half of rule IX, and note (1) to rule XVI], are to be regarded as generally applicable to the above-named institutions.

* For short periods of rustication during which the annual examination of the class is not held, fees should be levied from students so rusticated. But rustication which involves the loss of a year should be considered sufficient punishment and no fees should be charged in such cases. [1887, dated 6th October 1897.]

† Those branch schools which are not part and parcel of the colleges to which they are said to be attached should be taken to have each a separate and independent existence, and as such, all cases connected with the transfer of students that may arise in them should be dealt with by the Inspectors. [5071 of 1897.]

‡ For the purpose of clauses (a) and (b) of rule XXIII, a transfer from one of the lower classes of a high school conducted on a vernacular basis to the corresponding class of a middle or primary school and *vice versa* will be treated as a transfer from an institution of the same class. [Circular No. 166 of 1904.]

Transfer Rules, Colleges.

W (f) TRANSFER RULES FOR COLLEGES.

[*Notification No. 347, dated the 28th January 1896, by the Govt. of Bengal, General Dept.*]

I.—A student, before he is admitted to a college, shall be required to produce a transfer certificate from the Principal of the college in which he has last been reading. But if he applies at the beginning of a session, without having joined any other college, for admission to the first-year or third-year class, the certificate of having passed the last Entrance or First Arts examination, respectively, shall be accepted in lieu of such certificate. A student who has failed at the First Arts, or B. A. examination, and has not meanwhile joined any other college, may be admitted in the following session to the second or fourth year class of the college, on production of the Registrar's receipt. The fact of his admission, with the date, should be written across the face of the receipt.

A student whose name appears in the gazetted list of candidates who have passed the Entrance, or the First Arts examination, but who has not received his certificate from the University, may be provisionally admitted to the 1st or 3rd year class of a college, on condition of his producing the certificate within a reasonable time.

II.—The transfer certificate shall run as follows:—

Certified that _____ son of _____

an inhabitant of _____ has been a student in the _____

_____ class of the _____ College from _____ to _____

19____. His character and conduct have been _____. All sums

due by him to the college have been paid, including college fees up to

_____. His scholarship of Rs. _____ per mensem has been drawn

and paid to him in this college up to _____. His

attendance in each course of lectures is given below:—

Subject.	Number of lectures delivered.	Number of lectures attended.
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_____ ,	}	
Dated _____ 19 ____.		Principal.

* Under the new regulations of the Calcutta University, the working of the Transfer Rules or Colleges will be supervised by that body.

Transfer Rules, Colleges.

When a student of the second or fourth year has failed to appear at or pass the test examination (if any is held) for admission to the University examination, the fact shall be noted on the certificate.

III.—Application for a transfer certificate must be made, either personally or by letter (registered, if necessary) to the Principal of the college; and when so made the certificate is to be given without any avoidable delay. The only grounds on which it can be refused are (1) gross misconduct; (2) failure to pay the sums due to the college, including tuition fees and fines and transfer fee (if any). If a certificate is refused, the cause of refusal shall be notified in writing to the applicant.

IV.—Any instance of "gross misconduct" on the part of a student, whether followed by expulsion or not, must be at once notified to the Department, failing which no future action can be taken on it. A student expelled for misconduct cannot be admitted to another college without the express sanction of the Director of Public Instruction.

V.—For the purposes of the transfer certificate, the date on which a student presents his application for transfer, or the date of receipt of the letter (Rule III), shall be regarded as the date upon which his connection with a college ceased, and no fee shall be charged to him for any subsequent month. But if the student does not pay the sums due from him to the college within three days of his receiving intimation of their amount, he shall be treated as "absent without notice" until such sums are paid, subject (as regards any further sums so accruing) to the limit stated in Rule VI.

VI.—A student quitting a college without notice shall be liable to pay fees, together with fines for absence, for one month subsequent to that in which he last attended the college, after which his connection with the college shall be considered to have ceased.

VII.—The transfer of students will not ordinarily be permitted within six weeks before the time for holding the test or annual examination in colleges where such examinations are held.

VIII.—If a student of the 2nd or 4th-year class withdraws from a college after the Durga Puja vacation, he shall be liable, at the discretion of the Principal, to pay fees in that college up to the end of the session in May, if it is not a *bond fide* transfer, *vide* Circular No. 122, dated 26th December (1900) 1890

A student withdrawing from a college in the month immediately preceding a vacation recognised by the Department and of more than 15 days' duration, shall be liable,* except in the case of *bond fide* transfers, to pay fees in that college for the vacation. These fees may be levied in the month preceding the vacation.

* The word "liable" should be understood as meaning "liable at the discretion of the Principal," as it is neither desirable nor equitable to enforce the rule in the case of a *bond fide* transfer, which is rendered necessary by the removal of the parent or guardian of a student to another station or by other good and sufficient causes. In such cases as these Rule VI should apply.

Similar considerations apply to Rule IX of the Transfer Rules for High Schools. [Circular No. 123, dated 26th December 1890.]

Transfer Rules, Colleges.

IX.—A student, before being sent up to the University examination shall be required to pay all sums due to the institution in which he has been reading, including fees up to the end of the session in May.

X.—A student quitting a college, except after appearing at a University examination, or if prevented from appearing, after paying the fee for admission to such examination, shall be liable to pay a transfer fee before obtaining his certificate. The transfer fee shall not (except under special orders of the Department in the case of colleges in which no fees are charged) exceed the ordinary monthly fee of the class.

XI.—A student, in whose transfer certificate it is stated that he has failed at the test examination (if any is held) of his college shall not be sent up to the University examination in the same academical year as a student of any other college.

XII.—The transfer of Government scholarship-holders shall be subject to the previous sanction of the Director of Public Instruction, which will be withheld unless satisfactory reasons are assigned for the transfer.

A scholarship-holder will be allowed one transfer (subject to the foregoing rules) during the tenure of his scholarship. A second transfer will not be allowed except in cases of proved and urgent necessity.

XIII.—When a student has held a scholarship, free studentship or half-free studentship, under express stipulation in writing signed by himself and his father or guardian, that the whole or a portion of the sum drawn by or remitted to him shall be refunded to the college in case of withdrawal from it within a certain period, the transfer certificate may be withheld until the sums so due have been repaid, provided that the amount so claimed shall not exceed the amount actually drawn or remitted.

N.B.—Special rules which are in contravention of this rule will not be recognised by the Department, unless they are agreed to *in writing* by both students and their guardians.

XIV.—If a student be found producing a false document or making a false statement as to his attendance at any college, he shall be liable to fine or expulsion and shall be reported to the Department.

XV.—Wilful transgression or colourable evasion of any of the foregoing rules will render a college liable to forfeit the right of sending up candidates for senior scholarships and to be reported to the University for further penalties.

XVI.—All questions arising between one Principal and another respecting the interpretation of these rules shall be referred as soon as possible to the Director of Public Instruction.

XVII.—Any departure from these rules must have the previous sanction of the Director of Public Instruction.

N.B.—The foregoing rules apply *mutatis mutandis* to Law Departments of Colleges.

*Transfer Rules.***(g) RULES FOR THE TRANSFER OF BOYS
FROM SCHOOLS OF ONE TYPE OR CLASS TO ANOTHER.**

D. P. I.
Cir. No. 38, 47
8 March 1905.

1. Boys reading in the lower classes (classes from the 5th to the 7th B) of a High school on a vernacular basis (equivalent to classes I to IV, i.e., standards VI to III in a Middle English school) are generally more advanced in most subjects of study than those reading in the corresponding classes of a similar school on an English basis; for the boys in the latter, though reading subjects like history and geography (through the medium of English) derive little or no benefit from such work, owing to the study of those subjects being made both by themselves and their teachers a mere exercise of the memory.

Hence a boy, on transfer to a school on an English basis from one on a vernacular basis, should be admitted into a class corresponding to the class he has left, as shown in Table I, the 7th B class of the latter being regarded as corresponding to the 8th class of the former.

2. Boys reading in classes lower than 7th B in a school on a vernacular basis should, on transfer, be admitted into the 8th class (last class) of one on an English basis.

3. The transfer of boys from a Middle English school to a High school on an English basis should be regulated by the principle stated in rules 1 and 2.

4. The progress made in vernacular by boys reading in the lower classes from the 5th downwards of a High school on an English basis is generally small in comparison with that made in the corresponding classes of a High school on a vernacular basis. Such boys should therefore be placed one class lower in a school on a vernacular basis than they were reading in, in the High school on an English basis.

5. *Double or half-yearly promotion of boys.*—Such promotion should never be given from any class higher than 7th A of a High school on a vernacular basis and 7th of a school on an English basis, except in the case of a middle vernacular scholar, who may be allowed such promotion even from the 6th, but from no higher class. All cases of double or half-yearly promotion should receive the previous sanction of the Inspector of Schools.

6. The following tables will show what classes of one kind of school are equivalent to those of another, so far as transfer of boys is concerned.

Transfer Rules.

TABLE I.

Transfer of boys from a High School on a Vernacular basis to other schools.

High School on a vernacular basis.	Middle English School.	Middle Vernacular School.	Upper Primary School.	Lower Primary School.	High School on an English basis.
5th class ...	Standard VI ...	Standard VI ...	.....	.....	5th class.
6th class ...	Standard V ..	Standard V ..	.....	.....	6th class.
7th A ...	Standard IV ...	Standard IV ...	Standard IV ...	.....	7th class.
7th B ...	Standard III ...	Standard III ...	Standard III ...	.....	8th class.
8th A ...	Standard II ...	Standard II ...	Standard II ...	Standard II ...	8th class.*
8th B ...	Standard I ...	Standard I ...	Standard I ...	Standard I ...	8th class.*
8th C ...	3rd-year infant	3rd-year infant	3rd-year infant	3rd-year infant	8th class.*
2nd-year infant	2nd-year infant	2nd-year infant	2nd-year infant	2nd-year infant	8th class.*
1st-year infant	1st-year infant	1st-year infant	1st-year infant	1st-year infant	8th class.*

* The section of the class for which the boy might be fit.

TABLE II.

Transfer of boys from a High School on an English basis to other schools.

High School on an English basis.	High School on a vernacular basis.	Middle English School.	Middle Vernacular School.	Upper Primary School.	Lower Primary School.
5th class ...	6th class ...	Standard V ...	Standard V ...	.....	.....
6th class ...	7th A ...	Standard IV ...	Standard IV ...	Standard IV...	.....
7th class ...	7th B ...	Standard III ...	Standard III ...	Standard III	.....
8th class ...	8th A, B or C, or any of the infant classes.	Standard II or I, or any of the infant classes.	Standard II or I, or any of the infant classes.	Standard II or I, or any of the infant classes.	Standard II or I, or any of the infant classes.

N.B.—If a boy seeking transfer from a High school on an English basis has, by study at home acquired a higher knowledge of vernacular than a boy of the class in which he was reading is expected to possess, he may, with the previous sanction of the Inspector of Schools, be admitted into a class for which his knowledge of vernacular makes him fit, but never into a class higher than that in which he was reading in his former school.

Transfer Rules.

TABLE III.

Transfer of boys from Middle Vernacular, Upper Primary and Lower Primary Schools to a High School on a Vernacular basis or to a Middle English School.

Middle Vernacular School.	Upper Primary School.	Lower Primary School.	High School on a vernacular basis.	Middle English School.
Standard VI ...	.....	.....	7th B	Standard III.
Standard V ... ..	.....	.....	7th B	Standard III.
Standard IV	Standard IV ...	.....	7th B	Standard III.
Standard III	Standard III ...	.....	7th B	Standard III.
Standard II	Standard II ...	Standard II ...	8th A	Standard II.
Standard I	Standard I ...	Standard I ...	8th B	Standard I.
3rd-year infant ...	3rd-year infant ...	3rd-year infant ...	8th C	3rd-year infant.
2nd-year infant ...	2nd-year infant ...	2nd-year infant ...	2nd-year infant ...	2nd-year infant.
1st-year infant ...	1st-year infant ...	1st-year infant ...	1st-year infant ...	1st-year infant.

If boys from Middle Vernacular and Upper Primary schools belonging to any standard from I to VI have acquired some knowledge of English at home, they may, with the previous sanction of the Inspector of Schools, be admitted into a class for which their knowledge of English makes them fit, with the restriction that they shall not be placed in a class higher than that they belonged to in their former school. [Further, if any boy reading in standard IV in an Upper Primary school or in any standard from IV to VI in a Middle Vernacular school seeks admission into a Middle English School without any desire to read English, he may be admitted into the same standard as that he belonged to in his former school.]

TABLE IV.

Transfer of boys from Middle Vernacular, Upper Primary and Lower Primary Schools to a High School on an English basis.

Middle Vernacular School.	Upper Primary School.	Lower Primary School.	High School on an English basis.
Standard VI ... ..	.....	.....	8th.
Standard V ... ..	.....	.....	8th.
Standard IV	Standard IV ...	.....	8th.
Standard III	Standard III ...	.....	8th.
Standard II	Standard II ...	Standard II ...	8th.
Standard I	Standard I ...	Standard I ...	8th.
3rd-year infant ...	3rd-year infant ...	3rd-year infant ...	8th.
2nd-year infant ...	2nd-year infant ...	2nd-year infant ...	8th.
1st-year infant ...	1st-year infant ...	1st-year infant ...	8th.

N.B.—If a boy seeking transfer has, by private study, made some progress in English, he may with the previous approval of the Inspector of Schools, be admitted into the class for which he is found fit on examination by the Head-master of the new school, with the restriction that he shall not be placed in a class higher than that of his former school (the 7th class of a High school on an English basis corresponding to standard IV of a Middle English, Middle Vernacular or an Upper Primary school).

CHAPTER IV.

PHYSICAL AND MORAL TRAINING.

1.—DRILL.

It is not proposed to teach purely military drill in schools. The system of drill which it is proposed to introduce is not merely to include marching and counter-marching in step, and in various formations, and the performance of evolutions by the students in a body, but such exercises also as will call into exertion all the muscles and limbs of the body.

D. P. I.
Cir. No. 36, ✓
10 March 1899.

(1) As a rule boys will be required to practise drill all through the year. They may be exempted, however, when the weather is exceedingly rainy, or when other conditions are so very unfavourable as to make it practically impossible to carry on drill.

(2) Boys who attend the gymnastic class will not be exempted from learning drill.

(3) Drill will be taught after school-hours. In winter it may be taught during the recreation time.

(4) The average duration of the lessons in drill will be about half-an-hour daily.

(5) Boys who claim exemption from attendance at the drill lessons on physical grounds will be required to produce medical certificates.

2. It has been decided by Government that drill is to be a compulsory subject for all students in Zilla and Collegiate schools, those boys only being exempted from a course of instruction who are certified by competent authority to be physically unfit. It has further been settled that a uniform system of drill will be followed in all these schools, Sharp's "Drill Book and Physical Exercises for schools in Bengal" being adopted as the standard book on the subject.

D. P. I.
Cir. No. 18, ✓
19 Feby. 1900.

It will not be obligatory on students to buy the Drill Book. It will be entirely optional with them to provide themselves with copies of it or not.

D. P. I.
No. 469T., ✓
20 May 1900,
to Inspector,
Burdwan.

3. Indigenous games were formerly much practised voluntarily, but they have been going out of fashion since the introduction of football and cricket. These latter games, however, are a little expensive, and hence it is not always possible for all the boys of a school, especially of the Middle and Primary standards, to take any active part in these

D. P. I.
Cir. No. 93, ✓
15 July 1905.

Drill.

games, and the result is that many boys, who have not the means to procure the necessary materials for football or cricket, very often go without any games or exercise at all.

This is not desirable, and Inspecting Officers should be so good as to impress upon the teachers in charge of the schools visited by them that it is part of the regular duties of a teacher to encourage healthy games among the pupils, and that *hadudu* or *kapati* and such like native games are inexpensive and at the same time very good substitutes for such as cannot afford the more expensive games. It should also be pointed out that a teacher should always be present when the boys are engaged in games.

This Circular should not, however, be taken to affect the existing orders regarding the compulsory teaching of drill in every High, Middle or Primary school.

The necessary detailed instructions in the matter may be issued by Inspectors of Schools to their subordinates, with due regard to local circumstances.

D. P. I.
Cir. No. 136.
13 Sept. 1905.

4. Gymnastic experts are of opinion that the use of heavy dumb-bells is not desirable, and is indeed attended with the risk of injury to the physique in some cases.

The object of using dumb-bells is to develop the muscles, not by their mere weight, but by merely giving a purchase for the exercise of certain muscles, and for this purpose very light dumb-bells or even clenched fists or short light rods are enough. At any rate anything above one pound to two pounds (for each dumb-bell) in weight is too heavy for the purpose for growing boys.

*Discipline.***2.—DISCIPLINE IN SCHOOLS AND COLLEGES IN INDIA.**

Resolution No. 6—371-383 (Education), dated the 17th August 1889, by Govt. of India, Home Dept.

In the letter addressed by the Home Department to Local Governments and Administrations on 31st December 1887, their attention was drawn to the growth of tendencies unfavourable to discipline, and favourable to irreverence, in the rising generation in India; and the Governor-General in Council formulated, for the consideration of Local Governments and Administrations, certain suggestions with the object of counteracting these tendencies. The recommendations related both to schools and colleges. For the former it was suggested—

- (1) that gymnastics and field-exercises should be recognized as part of a regular course of school training, and that a system of marks and prizes for efficiency in gymnastics should be introduced;
- (2) that punishments for breaches of discipline should be arranged so as to fall on the offender, and that with this aim the imposition of tasks, deprivation of privileges, a judicious use of the rod in the case of young pupils and finally expulsion in cases of aggravated and persistent misconduct are more suitable forms of punishment than fines;
- (3) that good-conduct registers should be prescribed, extracts from which should be sent to the parents and guardians of the boy at stated intervals with the definite opinion of the head-master on his character and behaviour, and that prizes, for good conduct should be awarded at the end of each year.
- (4) that hostels and boarding-houses should be established at the larger schools and colleges in large towns and cities for the accommodation of students whose families are not resident in the place where they are being educated;
- (5) that selected boys from the higher classes of schools should be appointed monitors for the purpose of maintaining discipline during, and, as far as possible, out of school-hours;
- (6) that any boy who, through want of diligence and attention to study, fails to rise to a certain class by the time he has reached a certain age should be required to leave the school;
- (7) that inter-school rules, defining the conditions under which pupils should be allowed to pass from one school to another, should be extended to all schools aided or supported by public funds, as a condition of the continuance of such aid; and that the Senates of the Universities should be invited to use their influence to procure the adoption of this system in schools and colleges which do not receive aid from Government;

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- (8) that the provision of efficient Training schools and colleges for teachers should be made a first charge against the educational grant, that the employment of teachers in all schools should be gradually restricted to those who have given satisfaction during a course of training, and that trained head-masters should be introduced from England for definite periods of five to seven years for selected schools; and
- (9) that teaching having a direct bearing upon personal conduct, should be more generally resorted to. The Government of India, while admitting that this is provided for in some aided schools by religious instruction, and that even in some State schools religious instruction can under well-recognized restrictions be granted out of school-hours, considered that this was not sufficient; and it is therefore, in concurrence with the Secretary of State, desired that consideration should be given to the proposal of the Education Commission that an attempt should be made to prepare a moral text-book based on the fundamental principles of natural religion.

In regard to methods for encouraging respect for authority in colleges, it was pointed out by the Government of India that an improvement in this matter in schools would naturally reproduce itself in colleges, which students would enter with habits formed and characters developed by the wholesome discipline of the schools. The Governor-General in Council, however, pressed that an effort should be made to impart moral instruction in colleges, and, with a view to improving the supervision of Principals and Professors over students in colleges, suggested the adoption of the following regulations:—

- (a) that weekly meetings should be held by the Principal and the Professors to consider questions of discipline;
- (b) that the Principal should have the power of ordering the expulsion or rustication of a student, and of fining him for disorderly conduct; and
- (c) that every Professor should have the power of suspending a student for a limited period of time, and of fining him without reference to the Principal.

2 The Government of India has now been placed in possession of the views of Local Governments and Administrations on the foregoing suggestions. There is substantial agreement both among officials and the representatives of the native community as to the existence of the evils which have been indicated. The tendency towards irreverence and disregard of authority has no doubt gone further in some parts of India than it has in others. But most of the conditions which have favoured its growth in the parts of India where it is most prevalent are in a greater or less degree noticeable in other less forward portions of the country, and the Governor-General in Council entertains no doubt that remedies are necessary in those places in which the work is at present one of prevention as well

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as in those in which it is one of cure. His Excellency in Council thinks that no profit will result from any further discussion as to how far the present state of things is due to defects in the system of education and how far to forces either independent of, or antagonistic to, that system. The evil is admitted on all hands, and the problem is to find means by which the method of public instruction may be strengthened and improved so as to combat and overcome it. Holding these views, the Governor-General in Council considers it matter for congratulation that Local Governments and Administrations and the representatives of the different native communities in India have generally accepted his suggestions with cordiality, and shown, by the earnest attention which they have devoted to the subject, their determination to remove the defects which have been brought to notice.

3. In proposing remedies for the evils admitted to exist, many Local Governments and Administrations

The Government of India recognize its responsibility to provide, so far as its finances permit, facilities for the education of the people. But, in educational as in other matters, it is the policy of the Government of India to avoid entering into competition with private enterprise, it pioneers the way, but having shown the way, it recognizes no responsibility to do for the people what the people can and ought to do for themselves. When, therefore, local effort or private enterprise shows itself able and willing to supply the educational wants of the people in any locality, it is the policy of Government to retire from the field of direct instruction and to help by reasonable subventions of money the operations of independent institutions. Under this policy, it is the aim of the Government also, wherever there is vitality of private effort, to restrict official action to the maintenance of a few schools in which the system of instruction and discipline shall afford a standard for the emulation of private or aided institutions in the neighbourhood. In pursuance of the policy, the expenditure from Provincial revenues on Government educational institutions should not ordinarily increase in proportion to the total expenditure, but should rather be a constantly diminishing quantity, provided that there is the assurance that the ground abandoned by the Government is occupied by local effort.

have felt themselves fettered by the want of funds, and their recommendations are consequently in some cases not so far reaching as they doubtless would have been if financial difficulties had been interfered. In the matter of expenditure on public instruction in India the Governor-General in Council desires to re-affirm the policy laid down in paragraph 17 of the Home Department Resolution No. 199 of 18th June 1888, reviewing Sir Alfred Croft's Report on Education in India, and in accordance with that policy to state that the recommendations which follow, so far as they involve expenditure, should be carried into effect without imposing any additional burden on Provincial finances. Where the funds necessary for the improvements suggested cannot be provided from local sources or private benevolence, they should be obtained by an enhancement of fees or by curtailing and re-adjusting existing expenditure.

4. Proceeding to deal with the suggestions enumerated in paragraph 1, the Governor-General in Council observes that in Madras much has been done under the auspices of the Physical Training Association, and measures are under consideration in that Presidency, with a view to making it a condition of aid or recognition that the organization of school satisfies certain prescribed requirements in regard to a gymnastic course, school drill and the maintenance of play-grounds. In Bombay, a liberal grant-in-aid is to be given to the Bombay Gymnastic Society which will provide for High schools in that city, while the question of

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providing for High schools elsewhere in the Presidency is being considered. The Bengal Government engages to provide play-grounds and gymnasia so far as funds admit; and the proposals of the Indian Association that Government should supply gymnastic apparatus to all Government schools, that teachers of athletic sports should be appointed, and that a general competition in athletic sports should be arranged every year in district head-quarters, are receiving consideration at the hands of the educational authorities. In the North-Western Provinces and Oudh the question of physical education has lately been considered by a Conference of Educational Officers, and His Honour the Lieutenant-Governor and Chief Commissioner engages to consider with favour any practical suggestions that may be made. In the Punjab, it is intended to prescribe gymnastic courses for Primary, Middle, and High schools, and to permit boys to present themselves annually for examination in gymnastics, and to receive certificates if successful. Cricket and athletic tournaments, open to Government and Aided schools and Unaided schools subject to Government inspection, are to be promoted. In the Central Provinces all Secondary and many of the Primary schools have gymnastic apparatus, and the boys are drilled at all Secondary schools. In Burma, physical exercise is so congenial to the tastes of the people that special encouragement is not necessary to stimulate the boys to take part in athletics. In Assam, gymnastic apparatus has been provided at most of the High schools; and it is further intended, if funds will admit, to appoint three teachers of gymnastics to visit the High schools in rotation and to give a capitation allowance for proficiency. In the Hyderabad Assigned Districts, gymnasia and teachers of gymnastics have been provided in many schools. The information thus summarized gives satisfactory proof that the Local Governments and Administrations appreciate the value of physical exercises, and are ready and willing to encourage them; and it is believed that much can be done in this direction without incurring any large expenditure. As a corollary to the action already undertaken or about to be undertaken to promote physical education, a system of marks and prizes, which no doubt will be largely supplied by private liberality for proficiency in gymnastics and athletic sports, should be everywhere introduced where gymnasia and play-grounds have been attached to the schools; and the Governor-General in Council trusts that Local Governments and Administrations will, on suitable opportunities, endeavour to make arrangements to carry this suggestion into effect.

5. In indicating its view on the punishment of breaches of school discipline in paragraph 14 of the letter of 31st December 1887, the Governor-General in Council left this question to the judgment and discretion of Local Governments and Administrations. At the same time he drew prominent attention to the suitability of corporal punishment as a punishment for boys who have not reached an age when such punishment becomes inappropriate and where local sentiment is not very pronounced against it. It appears from the replies now received that corporal punishment is generally recognized as suitable in cases of aggravated misconduct. The prevailing opinion also is strongly against the abolition of the system of flogging, which is defended as being

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helpful towards securing punctual attendance. His Excellency in Council accepts the general opinion on both points, and desires that effect should be given to it. Without desiring that a code of offences and punishments should be drawn up, to which every breach of discipline should be directly reducible, His Excellency in Council considers that punishments in schools and colleges should take such forms as loss of position in the class, impositions, exclusion from lessons, suspension from attendance, money fines, corporal punishment, and, as a final resource, expulsion. It will be for the various Local Governments and Administrations acting through their Educational Departments to lay down for the guidance of masters such rules as may be considered desirable to enforce a discreet use of the different forms of punishment.

6. The suggestion for the maintenance of good-conduct registers has been generally well received. The Bengal, North-Western Provinces and Oudh and Central Provinces Governments agree to the introduction of such registers in the manner proposed in the Home Department circular letter. In Bombay the experiment is to be tried under selected head-masters. In Burma, registers are to be opened in all Government schools; in time they may be prescribed in aided schools; but in this Province it seems premature to insist on this at present. In Assam a start has already been made in keeping good-conduct registers, in giving prizes for good conduct and in making every boy appear periodically before the head-master; and the system is to be further extended. In the Punjab the authorities are opposed to opening good-conduct registers and to giving prizes for good conduct; but they propose to attain the objects in view by directing that certificates are to be given for good conduct, and that serious cases of bad conduct are to be reported to the parent or guardian of the offender. The Government of Madras is adverse to the system, on the ground that the moral defects of students and of school-boys are not such as can be marked by registers of conduct, and deprecates the suggestion that attention should be given to good-conduct registers in selecting candidates for the public service on the ground that it would be cruel and unjust to place on permanent record the faults committed in early youth. While admitting that there is force in the last objection, the Governor-General in Council considers that it may be met by head-masters refusing extracts of the earlier entries in the registers which would produce an unfair impression of the pupil's real character, or adding such remarks as would prevent their having this effect. Generally speaking, extracts from these registers of conduct, although not conclusive as to a boy's conduct, except during school-hours, will obviously afford more useful information to employers to whom he offers his services than the certificates of character now generally given, and from this point of view they will probably not be without their use to Government officers in selecting candidates for the public service. His Excellency in Council therefore trusts that the Governments of Madras and the Punjab will follow the example of other Provinces by introducing a system of good-conduct registers.

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7. The advantages of well-conducted boarding-houses attached to the schools and colleges for students who do not live with relations or friends, at which the example and personal influence of their teachers can be brought to bear upon the students out of school-hours, are generally recognized. The obstacle which has generally prevented the extension of the system is the expense which it involves. The Madras Government would be glad to see the experiment tried by private agency, but considers its success too doubtful to justify the expenditure on it of public funds. In Bombay, provision will be made at the few Government colleges that exist for the enforcement of stricter discipline and for the residence at or near the college of the Principal or a Professor. The further extension of the residential system will be left to private liberality. The establishment of hostels is an essential part of the educational policy of the Governments of Bengal and Assam where funds are available; and the public has occasionally contributed towards such foundations. In the North-Western Provinces and Oudh every district school and college has a boarding-house attached to it, and they are all full. Sir Auckland Colvin is not in favour of the extension of the system to schools at the head-quarters of tahsils, because he is not satisfied that they would be properly supervised. In the Punjab the boarding house system is very widely extended; and the Lieutenant-Governor contemplates authorizing local bodies to require that out-students attending a school to which a boarding-house is attached should live in it, provided there is accommodation, unless they are living with relatives or friends of their parents or guardians and are considered by the head master to be under healthy influences. In the Central Provinces, local bodies will be requested to improve or enlarge existing boarding-houses where the accommodation is bad or insufficient. In Berar, several boarding-houses with accommodation for resident masters have been established, and it is proposed to increase their number. The Governor-General in Council recognizes the willingness of Local Governments and Administrations to do what is required in the provision of boarding-houses. The State already bears a disproportionate share of the expenditure on high education, and the obligation of providing boarding-houses where they do not exist is one which Local Governments and Administrations are naturally loath to accept. It is an appropriate object for private liberality which should be encouraged to regard it as worthy of its benefactions.

8. It was admitted in the Home Department letter of 31st December 1887 that the monitorial system cannot be as effectual an aid to discipline in India, where schools are mostly day-schools, as it is in England. At the same time His Excellency in Council believes that the adoption of rules, such as the Elphinstone High School Rules referred to in paragraph 17 of the letter, will be found productive of advantage. The essence of these rules is the independent power of punishment given to Prefects, which is thus referred to by Mr. Jacob who introduced the system into the Elphinstone High School:—

“It is the delegation of this disciplinary power to the Prefects that emphatically marks the trust reposed in them, and brings them to look upon the reputation and prosperity of the school as partly committed to their keeping. If

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you withhold this power and require the Prefects not to preserve discipline, but merely to report breaches of it to the masters, you reduce the Prefects to the position of mere tale-bearers. Self-Government becomes Government by espionage and with a decided tendency to develop nothing but ignoble traits of character in those who are allowed to play no higher part in it than that of menials."

In Bombay, the Elphinstone Rules are to be circulated, and an attempt made to introduce the system in High schools generally. In Bengal, the monitorial system will be tried in hostels and subsequently extended if successful. In the North-Western Provinces and Oudh, and in Assam, it will be tried in selected schools. In the Punjab, the Central Provinces and Berar, the system is recognized already, especially in the Punjab; it is to be extended in the Central Provinces and Berar. On the whole, the Government of India is satisfied with the manner in which Local Governments and Administrations have accepted its suggestion on this matter. Time will show whether the system is well suited to Indian boys, and with the improvement of the quality of teachers, it will be possible to extend it generally if it is found to succeed in the better schools.

9. On the proposal to enforce the exclusion from school of boys who do not reach a certain class by a certain age, the general opinion is that a rigid application of a rule of this nature would involve the risk of injury to classes of society whose backwardness requires encouragement. The Governor-General in Council recognizes the force of this argument; and, as he thinks that there is not the same objection to big and small boys being associated together at day-schools as there is at boarding-schools, His Excellency in Council is content to leave the matter to Local Governments and Administrations, on the understanding that the recommendation in paragraph 18 of the letter of 31st December 1887 will not be lost sight of.

10. The question of inter-school rules is one of great importance in the interests of discipline, and rules on the subject are already in force in nearly every Province. The points which it is essential to secure are that, without the consent of the Educational authorities, a boy shall not be taken into a school who has been dismissed from another school for misconduct; that failure to pay his school-fees in his former school shall debar a boy from admission to another school, except under similar consent of the Educational authorities; and that, if received into another school, a boy shall not be placed in a higher class than the class he was in before leaving the other school, except at the beginning of a new term. The rules on the last point should only be applicable to schools of the same grade; those on the first and second points would be generally applicable to schools of all grades.

The rules in the Madras and Bombay Presidencies are too exclusively directed towards the second of these objects. Those in Bengal and the North-Western Provinces and Oudh seem to give more or less effect to the three essentials; but the point of dismissal for misconduct might be brought into greater prominence even in these Provinces. In the Punjab, rules have been prepared which apply to all Government and aided schools, but it is not proposed to ask the University to co-operate on the ground that the number of Unaided schools and colleges

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in the Province is very small. In the Central Provinces, there are no inter-school rules at present, and it is proposed to introduce simple rules to apply to schools in the same town. This limitation, however, seems calculated to diminish the effect of the rules, and should be reconsidered by the Chief Commissioner. The rules in Burma apply to all Government schools and Aided schools of the advanced kind. They are defective in that they contain no reference to conduct. Revised rules are being issued in Assam, which, if acted upon by the Managers of Unaided schools, will go far to meet the objects which the Government of India has in view.

The Governor-General in Council considers that it is desirable to remodel the rules of other Provinces on the basis of the rules in force in Bengal and the North-Western Provinces and Oudh (which are printed as an Appendix to this Resolution). The Education Department can enforce such rules in all Government colleges and schools, and their adoption can be made a condition of a grant-in-aid from Government; but it is equally essential that they should be adopted in unaided institutions. The only effectual way of securing this is to invite the co-operation of the University, as has been done in the North-Western Provinces. When the Provincial rules have been revised and determined, the Universities should be invited to assist towards securing their adoption in unaided institutions by denying affiliation to such as do not adopt them; and the Governor-General in Council earnestly trusts that when invited the Universities will throw the weight of their great influence into the scale of order and discipline.

11. In the opinion of the Governor-General in Council the provision of efficient Training schools and colleges for teachers is one of the most effective means available to Government for improving discipline and counteracting the tendency to irreverence and contempt of authority; and he has accordingly considered, with special attention, the opinions which the various local authorities have expressed upon this important subject.

In Madras, there are at present arrangements for training in the Government and public Normal schools about one-third of the teachers required for colleges and Secondary schools, and three quarters of those required for primary education. The quality of the training, however, needs improvement; and this question, as well as that of extending the training system so as to provide teachers for all schools, is engaging the attention of the Madras Government. The University also holds an examination for the degree of Licentiate in teaching. The Bombay Government is ready to provide an adequate supply of Training schools for Primary institutions, but considers that the cost of Training colleges for preparing masters for High and Secondary schools would be prohibitive, and that the need for such institutions is not great. It admits, however, that teachers are now appointed to schools without any real knowledge of the art of teaching, and proposes to establish normal classes at the large High schools and to compel candidates for service in the department to attend them. The Bengal Government, on the ground that the education of teachers is costly and that the educational grant is insufficient to

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adequately provide for elementary and technical education, states that there is no present prospect of funds being available for the general introduction of a system of training teachers for their profession in special institutions. His Honour the Lieutenant-Governor believes that training in the art of teaching should be given in addition to, and not as a substitute for, the education of the University; and urges that there is no want of masters trained in the usual English method at the University, and that it is on this ground and on the ground of expense undesirable to import English masters for definite periods. His Honour is prepared, should the Government of India wish it, to start one Training school at a cost of about Rs. 10,000 a year for English teachers at High and Middle schools, Government or Aided. Sir Steuart Bayley also expresses himself in favour of a system of granting certificates in the art of teaching in preference to an extension of Normal schools; the possession of such certificates to be made a condition of employment in Government and Aided schools. In the North-Western Provinces and Oudh considerable attention has been devoted to the training of masters, and a Normal school for teachers in Primary and Middle institutions is located at the head-quarters of each Division. It is found, however, that present arrangements do not adequately provide for the training of masters for the higher class of schools, and it is proposed to establish a central institution for this purpose. In the Punjab, there is a central Training college at Lahore for masters in Secondary schools. No one can be employed in any Board school, whether Secondary or Primary, who does not hold a teacher's certificate. The amount of grants to Aided schools is to a certain extent dependent on their having certificated teachers. In the Central Provinces, sufficient provision for training vernacular teachers is said to exist. The Anglo-Vernacular teachers are supplied by the colleges. The Chief Commissioner is in favour of establishing normal classes for Anglo-Vernacular masters, and arranging for examination for certificates in teaching, and he has under consideration suggestions for the improvement of the Normal schools at Jubbulpur and Nagpur. In Burma, where education has a strong religious character, adequate arrangements for training masters for Primary schools exist, and the Chief Commissioner is working out a scheme for attaching to existing schools departments for the training of middle class teachers. The supply of trained teachers for Secondary schools in Assam must be procured by indenting on Normal schools in Bengal when established, or by sending teachers from Assam for training in those schools. In Berar, arrangements have been made for training teachers for Primary schools, but the Secondary schools are not numerous enough to justify a special training institution, and masters for these schools are procured from Bombay colleges and High schools.

12. The Governor-General in Council desires to give emphatic expression to his view that it is of little use to spend money on schools, if the teachers are either inefficient or unable to maintain discipline or a healthy moral tone in their schools. The chief qualifications required in a school-master are capacity to maintain

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discipline and capacity to convey instruction. The first of these qualifications implies firmness and ability to govern, the capacity of inspiring enthusiasm in his pupils and securing their co-operation, and earnestness, sympathy and insight into character. In the opinion of the Governor-General in Council the possession of these qualities cannot be tested merely by an examination such as is suggested by the Government of Bengal. The capacity to convey instruction comes more within the range of an examiner's power to test. But this is the lower of the two sets of qualifications which go to make up the model school-master; and an examination is an admittedly inferior way of ascertaining a teacher's ability to convey instruction, his ability to simplify a subject, or his skill to fix the attention and draw out the intelligence of his class. For these reasons the Governor-General in Council considers it impossible to secure good instructors without such a process of selection and preparation as Normal school training gives, and is unable to regard the adoption of examination in the art of teaching as an adequate substitute for good Normal schools. His Excellency in Council therefore deems it essential that each Local Government should accept the responsibility of providing means for training teachers for each grade of schools—Primary, Middle and High—as a first charge on the educational grant. Should any Local Government find itself unable to provide the requisite system of training from the funds already available, it should arrange, either to increase its funds from local sources, or, following the recommendation of the Education Commission in paragraph 543 of its Report, to throw more largely on private enterprise the duty of providing higher education, and thereby set free the money required for Training institutions. The proposal to attach normal classes to the larger High schools, though not as satisfactory as the establishment of Training schools themselves, is nevertheless worthy of consideration, if it be arranged that such classes shall be attached to those High schools only which are under the care of specially selected and competent masters. As the number of good teachers educated at Training institutions increases, it should gradually be made a condition that no uncertificated teacher should be appointed to a Government Aided school or college, and the Universities should be invited to make the employment of certificated teachers in Unaided schools and colleges a condition of affiliation. Until the supply of Training institutions is fully developed, local arrangements should be made whereby provisional certificates of competency to teachers possessing certain educational qualifications may be granted after a sufficient period of probation has been passed, subject to confirmation by the Government Inspector.

13. In the opinion of the Governor-General in Council, the suggestion (which chiefly affects the larger provinces), contained in paragraph 11 of the letter of 31st December 1887, that trained head-masters should be engaged from England for a definite period of five to seven years, in order to introduce and establish a standard of discipline for the emulation of other schools, is deserving of careful

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attention. The Madras Government thinks that the teaching staff at colleges should be leavened by a larger proportion of English teachers who have paid special attention to the art of teaching; and at its request the Secretary of State will be invited in selecting graduates for educational appointments in India to insist on their possessing experience in teaching. In the North-Western Provinces and Oudh, the question of employing European masters for a few of the leading schools for limited periods is, the Government of India is pleased to learn, under consideration. The Governor-General in Council is convinced of the valuable stimulus that the example of good teachers from England would give to schools; and he would be glad if the Bombay, Bengal and Punjab Governments could see their way to giving the proposal their further consideration.

14. There remains the question of the extension of a system of teaching which has a direct bearing upon personal conduct, and whether an attempt to effect this extension should be made by prescribing moral text-books for schools and colleges.

Having given this important question its fullest consideration, the Government of India is satisfied that the end in view would not be attained by prescribing for use in colleges and schools a treatise on ethics or a book of didactic instruction in the rules and principles of conduct. It believes that the careful selection and training of teachers provide the most effectual method of establishing a good moral tone in a school; but it also considers that the influence of the teacher may be greatly strengthened and the interests of morality promoted by the use in schools of text-books having a direct bearing on conduct either by means of precept or example. The Government of India understands that this view has commended itself to the Syndicate of the Calcutta University, under whose auspices Mr. Tawney, Principal of the Presidency College, has been engaged to prepare a book of selections for the use of candidates for matriculation. The instructions laid down for Mr. Tawney's guidance in preparing this book are—first, that at least three-fourths of the book shall consist of prose taken from authors of the present century; second, that at least one-half of the prose portion shall consist of extracts having a direct bearing on conduct either by way of precept or example; and, third, that a similar principle shall be, as far as possible, kept in view in the poetical selections. Thus, the Calcutta University has already taken steps to give effect to what, in the opinion of the Government of India, is the most practical way of introducing moral training into the highest class of Indian schools, and furnishing teachers with the opportunity of imparting instruction in morality and in the principles of natural religion to their pupils. All that remains now to be done, in Bengal at all events, is to supplement this action of the University by providing for the lower grades of schools, and for each class in those grades suitable text-books compiled on similar lines. Similar action in other Provinces is equally called for; and accordingly the Governor-General in Council desires that each Local Government and Administration should take this matter at once in hand; and either by the appointment

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of a Committee or by employing selected individuals, who need not necessarily be officials, or by the offer of suitable prizes, effect a revision of the existing Readers in the direction indicated above, or, where necessary, procure for use in schools an entirely new set of books compiled on these principles. His Excellency in Council will be glad to learn, from time to time, the progress made in each Province in this undertaking.

15. The suggestions enumerated in paragraph 1 of this Resolution, for the improvement of discipline in colleges, have received favourable consideration by Local Governments and Administrations. In Bombay and the Central Provinces, the rule as to weekly meetings of College Councils will be adopted; in Bengal and the North-Western Provinces and Oudh, the rule is considered unnecessary; and in the Punjab, fortnightly meetings have been prescribed. The rule empowering a Principal to expel, rusticate or fine a scholar is accepted everywhere. The rule giving power to a Professor to suspend a student for a limited time or to fine him without reference to the Principal is accepted by Bombay, Bengal and the Central Provinces. In the Punjab it is definitely restricted to students of the Professor's own class; and it is understood that this limitation is also contemplated in the three Provinces just mentioned. The Governments of Madras and the North-Western Provinces and Oudh favour the autocracy of the Principal in matters of discipline. The Government of India is content with the measure of acceptance which its suggestions as to colleges have met, and does not wish to press them further on the Governments which have not found themselves able to adopt them.

(a) DISCIPLINE IN SCHOOLS.

Circular No. 45, dated the 3rd April 1890, by the Director of Public Instruction.

The special attention of Principals of Colleges and that of Headmasters of schools is drawn to the following extract from the letter of the Government of India, No. 10—384, dated the 31st December 1887 :—

Returning to the question of moral instruction and the recommendations of the Education Commission in regard to it, I am to observe that no duty should be performed by Inspecting officers with greater care and thoroughness than the duty of seeing that the teaching and discipline in the school is "calculated" to exert a right influence on the manners, the conduct and the character of the children." To this department of a teacher's duty special attention is now paid in the United Kingdom, and to the orders in force there attention might with much advantage be paid in India. "My Lords," says an important circular from the Council of Education addressed to Her Majesty's Inspector of Schools, "are anxious that you should lose no suitable opportunity of impressing upon both managers and teachers the great responsibility which rests upon them, over and above the intellectual teaching, in regard to the moral training of the children committed to their charge. You will express your special approbation of all schools where, from the knowledge which you have gained by repeated visits, you observe that a high moral tone is maintained; you will not fail to enlarge upon the article (19a) in the Code respecting discipline, as showing the interest taken by Parliament and by their Lordships in this all important subject; and where it is not satisfactorily attended to, you will not hesitate to recommend a reduction of the grant. You will, in the spirit of the Article, urge the managers to do all in their power to secure that the teachers maintain a high standard of

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"honesty, truth and honour in their schools, and that they not only inculcate upon their children the general duty of consideration and respect for others, but also the special duty of obedience to, and reverence for, their parents;

* * * * *

"and also to encourage such training in schools, in matters affecting their daily life, as may help to improve and raise the character of their homes." It is in this spirit and with this object that the Governor-General in Council would have teachers in Indian schools and colleges direct their teaching, so far as may be, and it is with a view to bring about such a desirable result that I am now to commend the subject to the early and earnest attention of the Government of Bengal.

The book of selections recently prescribed by the University for the Entrance examination of 1891 will afford an earnest and conscientious teacher abundant opportunities of impressing on senior boys the precepts and sanctions of morality. The selection of similar textbooks for the junior classes is under consideration.

2. The Government has also directed that conduct registers shall be maintained in every school, and that extracts from the register shall be communicated at stated intervals to the guardians of pupils, in accordance with the practice prevailing in schools in England. The extract (a form of which is appended to this letter) should show the progress made in each branch of study. Under the orders of the Government of India,—“The entry regarding general conduct should be filled in by the Head-master, and should represent his opinion of the boys’ moral character and behaviour, based upon his personal observation and the reports of his subordinates. At the year’s end prizes should be allotted for good conduct, of such value as to make them objects of eager competition.” Attention is also drawn to the following suggestions of the Government of India, which have been accepted by the Government of Bengal:—

In order to enable the Head-master to keep up his personal knowledge of all boys in the school, it is worth considering whether a practice under which each class appears periodically before the Head-master should not be adopted in schools where it is not already the practice.

In this connection it may also be suggested that measures might be taken to provide that, in filling up appointments in Government offices, special regard shall be paid to the entries in the conduct register. At present applicants for such appointments frequently produce certificates of character given with reference to the appointments sought. Under the system now suggested, disorderly conduct during the closing years of school career would seriously affect the candidate’s prospect of obtaining official employment after leaving school, and no doubt private employers would not be slow to follow the example set by Government in this respect.

It is suggested that extracts from the registers should be forwarded to parents or guardians twice in the year, namely, after the annual examinations for promotion, and before the Durga Puja vacation.

3. The question of introducing the monitorial system into Indian schools has given rise to considerable discussion and difference of opinion. Upon this point the Government of India remarked:—

The appointment of selected boys from the higher class of schools to be monitors for the purpose of maintaining proper discipline during, and as far as possible out of, school hours, for reporting breaches of rules, and generally for maintaining a high standard of conduct and manners, is commended to careful

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consideration. It is believed the system has been tried with success in some Indian schools, notably in the Elphinstone High School in Bombay, so that it seems needless to enter upon the details of the scheme here. The principle of associating the leading boys of a school in its internal Government is well known in England, where it has worked for many generations with remarkable success. Among its known advantages may be noticed that it tends to diffuse the influence of the masters, and especially of the Head-master, through a wider circle than it could otherwise reach. Through the monitorial system the personal influence of the masters is brought to bear immediately upon a limited number of more advanced students whom they can know intimately, and who, in their turn, communicate the impressions they have received to a larger number of younger boys. With the monitors, on the other hand, the trust reposed in them tends to foster a sense of responsibility, brings them to look upon the reputation and prosperity of the school as in some sense committed to their keeping, and prepares them for the larger duties of actual life. No doubt the system is not fully applicable to schools where none of the pupils are boarders; but, even in these cases, great benefits will be derived from its partial adoption; while in hostels it is probable that it would work well. Here, indeed, there might even be room for that further development of the system by which the younger boys are allotted as pupils to the elder, who are made responsible, not merely for their moral conduct, but also for their diligence in their work. This, however, would be a matter for the Educational authorities to consider.

I should point out that it is the essence of the system that the monitors or prefects should be entrusted to a limited extent with punitive powers. If they have merely to report breaches of discipline to the masters, they are reduced to the position of tale-bearers. As persons to whose keeping the reputation and good government of the school are partly committed, their position as the co-adjutors and the trusted allies of the Head-master must be marked by giving them the power of inflicting moderate punishments for breaches of discipline. The Bombay rules are--(1) that all prefects are empowered to set an imposition up to 100 lines, and to report the offender to his class-master for degradation in class; (2) that in cases of doubt or of resistance to the Prefect's authority, the prefect will consult his colleagues; (3) that extreme offences, against either morals or discipline, must be reported to the Principal on the day of their occurrence.

The Government of Bengal has directed that the monitorial system shall be tried in the first instance where hostels exist, and that, if found a success, it may afterwards be extended to day-pupils. I therefore beg to inquire whether you are willing to introduce the system experimentally for six months or a year in some hostel under your control. If so, you are authorised to introduce it without further orders, merely reporting the fact for my information. I need hardly point out that very great care should be taken in selecting boarders for this responsible duty. They should be students not only whom the Head-master regards as fit, by their integrity and force of character for so responsible a position, but also who naturally take the lead among their fellow-students and are popular with them.

4. There remains the question of punishments. Detailed rules on this subject have not been laid down by the Government of India, which has contented itself with remarking: "Imposition of tasks. deprivation of privileges, a judicious use of the rod (when local feeling permits its use) in the case of young pupils, and finally expulsion in

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cases of persistent and aggravated misconduct—these seem to be the chief methods of punishment for breaches of discipline available to Headmasters.” The imposition of fines is also commended as directing the attention of parents and guardians to the shortcomings of pupils, and interesting them in the preservation of discipline. In a report made to Government in 1884, I observed that school punishments might roughly be apportioned as follows: For irregular attendance, squalid dress or other faults for which the parent is partly responsible, a fine might properly be imposed; for idleness, inattention and other technical offences against school discipline, impositions and keeping in would be suitable; for continued disobedience and insubordination, or for gross rudeness of behaviour in or out of school, the cane might be employed, and in the worst cases expulsion; while expulsion should invariably follow the proof of moral turpitude. I also stated that the existing order did not forbid the use of the cane, and observed that the matter should be left, as at present, to the discretion of Headmasters. There were no doubt offences of a disgraceful kind for which the cane was the best punishment; and in other cases it might be inflicted, with the consent of the parent or guardian, as an alternative to expulsion. But it was to be clearly understood that caning was to be an exceptional form of punishment, that it was to be administered by the Head-master alone, and that it should be so administered as to inflict pain only without any bodily injury. Any school in which the cane was frequently resorted to would be regarded as inefficiently conducted. I may add that when it is known that the cane is a recognised instrument of discipline, it will not often be necessary to have recourse to it. Many an ill-conditioned boy who would laugh at a fine, and regard expulsion as a welcome relief from a tedious round of duty, would probably pause before the uplifted rod.

Circular No. 47, dated the 4th April 1890, by the Director of Public Instruction.

In continuation of my Circular No. 45 of yesterday's date, in which various points connected with the maintenance of discipline in schools were considered, I have the honour to forward, for your information, the subjoined extract from the Resolution of the Government of India dated the 17th August 1889, on the subject of the provision of trained and certificated teachers to high schools:—

“The Bengal Government, on the ground that the education of teachers is costly, and that the educational grant is insufficient to adequately provide for elementary and technical education, states that there is no present prospect of funds being available for the general introduction of a system of training teachers for their profession in special institutions. His Honour the Lieutenant-Governor believes that training in the art of teaching should be given in addition to, and not as a substitute for, the education of the University; and urges that there is no want of masters trained in the usual English method at the University, and that it is on this ground and on the ground of expense undesirable to import English masters for definite periods. His Honour is prepared, should the Government of India wish it, to start one training school at a cost of about Rs. 10,000 a year for English teachers at high and middle schools, Government or aided. Sir Stuart Bayley also expresses himself in favour of a system of granting certificates in the art of teaching in preference to an extension of normal

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schools; the possession of such certificates to be made a condition of employment in Government and aided schools.

The Governor-General in Council desires to give emphatic expression to his view, that it is of little use to spend money on schools if the teachers are either inefficient or unable to maintain discipline or a healthy moral tone in either schools. The chief qualifications required in a school-master are capacity to maintain discipline, and capacity to convey instruction. The first of these qualifications implies firmness and ability to govern, the capacity of inspiring enthusiasm in his pupils and securing their co-operation, and earnestness, sympathy and insight into character. In the opinion of the Governor-General in Council the possession of these qualities cannot be tested merely by an examination such as is suggested by the Government of Bengal. The capacity to convey instruction comes more within the range of an examiner's power to test. But this is the lower of the two sets of qualifications which go to make up the model school-master; and an examination is an admittedly inferior way of ascertaining a teacher's ability to convey instruction, his ability to simplify a subject, or his skill to fix the attention and draw out the intelligence of his class. For these reasons the Governor-General in Council considers it impossible to secure good instructors without such a process of selection and preparation as normal school training gives, and is unable to regard the adoption of examination in the art of teaching as an adequate substitute for good normal schools. His Excellency in Council therefore deems it essential that each Local Government should accept the responsibility of providing means for training teachers for each grade of schools—primary, middle and high—as a first charge on the educational grant. Should any Local Government find itself unable to provide the requisite system of training from the funds already available, it should arrange either to increase its funds from local sources or, following the recommendation of the Education Commission in paragraph 543 of its Report, to throw more largely on private enterprise the duty of providing higher education, and thereby set free the money required for training institutions. The proposal to attach normal classes to the larger high schools, though not as satisfactory as the establishment of training schools themselves, is nevertheless worthy of consideration, if it be arranged that such classes shall be attached to those high schools only which are under the care of specially selected and competent masters. As the number of good teachers educated at training institutions increases, it should gradually be made a condition that no uncertificated teacher should be appointed to a Government aided school or college; and the Universities should be invited to make the employment of certificated teachers in unaided schools and colleges a condition of affiliation. Until the supply of training institutions is fully developed, local arrangements should be made whereby provisional certificates of competency to teachers possessing certain educational qualifications may be granted after a sufficient period of probation has been passed, subject to confirmation by the Government Inspector."

2. With regard to the foregoing orders, I beg to state that the question of establishing a special training college for teachers in high schools is under consideration, and that the University has been addressed with regard to the proposal to make the employment of certificated teachers the condition of affiliation. I now request that you will be good enough to favour me with your suggestions as to the proposal to attach normal classes to the larger high schools, and as to the possibility of making such an experiment in any of the schools under your control.

3. I should also be glad of your opinion as to the best means of carrying out the final proposal in the foregoing extract, for the issue of provisional certificates of competency to teachers possessing certain educational qualifications, and as to the conditions under which such certificates should be issued. It would be understood that in the case of teachers employed in Government Colleges of the first grade, the confirmation of the Principal would replace that of the Inspector.

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(b) DISCIPLINE IN COLLEGES.

Circular No. 46, dated the 3rd April 1890 by the Director of Public Instruction.

In continuation of my Circular No. 45 of this day's date, on the subject of the maintenance of discipline in schools, I have the honour to communicate to you the following further instructions with regard to colleges.

2. In considering the question of the maintenance of discipline in colleges, where, from the nature of the case, positive rules, the method appropriate for schools, were comparatively ineffective—the Government of India observed that the tone of a collegiate body as a whole could only be raised by distinct moral teaching, and by careful moral supervision. The question was how such supervision could be made more effective, and how the sentiments and habits of students might be best influenced for good. In this matter far more was to be expected from the example and personal qualities of the Principal and Professors than from rules, but rules in support of authority might be useful, and from that point of view the following regulations might be beneficially enforced :—

- (a) that weekly meetings should be held by the Principal and the Professors to consider questions of discipline ;
- (b) that the Principal should have the power of ordering the expulsion or rustication of a student, and of fining him for disorderly conduct ; and
- (c) that every Professor should have the power of suspending a student for a limited period of time, and of fining him without reference to the Principal.

3. After receiving the opinions of Local Governments on these suggestions, the Government of India issued the following order :—

"The suggestions [enumerated above] for the improvement of discipline in colleges, have received favourable consideration by Local Governments and Administrations. In Bombay and the Central Provinces the rule as to weekly meetings of College Councils will be adopted. In Bengal and the North-Western Provinces and Oudh the rule is considered unnecessary ; and in the Punjab fortnightly meetings have been prescribed. The rule empowering a Principal to expel, rusticate or fine a scholar is accepted everywhere. The rule giving power to a Professor to suspend a student for a limited time, or to fine him without reference to the Principal, is accepted by Bombay, Bengal and the Central Provinces. In the Punjab it is definitely restricted to students of the Professor's own class ; and it is understood that this limitation is also contemplated in the three provinces just mentioned. The Governments of Madras and the North-Western Provinces and Oudh favour the autocracy of the Principal in matters of discipline. The Government of India is content with the measure of acceptance which its suggestions as to colleges have met, and does not wish to press them further on the Governments which have not found themselves able to adopt them."

4. In directing that these orders should be issued to all Educational officers engaged as Professors in Colleges, the Lieutenant-Governor drew attention to the many opportunities which the study of ethics, and other occasions of college life, afforded to teachers for moral instruction of a character to influence their pupils and to make a permanent impression for good upon them. It is unnecessary for me

to do more than to draw your special attention, and that of the Professors of your College, to the opportunities which they thus enjoy, and to the obligations and responsibilities which such opportunities impose upon them.

D. P. I.
Cir. No. 37, 7
26 Feby. 1900. The following additional rules for the maintenance of discipline in Government Colleges have been sanctioned :—

I. A Professor or a Lecturer in a College may, on his own authority mark a pupil absent or suspend him from attendance at his own lectures up to the period of a week.

II. On his own authority, a Professor or a Lecturer may fine up to a limit of Rs. 5 any individual student for misconduct in his own lecture-room or in any place immediately adjacent to his own lecture-room, provided that in such place the student is not then under the control of another Professor or Lecturer.

III. A Professor or a Lecturer, with the previous sanction of the Principal, may fine a class collectively for misconduct either in his own lecture-room or in any place immediately adjacent to his own lecture-room (provided that in such place the class is not under the control of another Professor or Lecturer) up to a limit of one rupee per head, when the fault committed cannot be brought home to any individual or individuals.

IV. When a Professor or a Lecturer finds any cause of complaint in the conduct of a student, or a number of students, or of a class not in or adjacent to his own lecture-room, but in any other place within College limits, he should report the matter to the Principal of the College for the necessary action to be taken.

N. B.—The punishment inflicted by a Professor or a Lecturer under the foregoing rules should in every case be reported to the Principal of the College for information.

3.—MORAL INSTRUCTION IN SCHOOLS AND COLLEGES.

Notification dated the 9th November 1904, by the Director of Public Instruction.

D. P. I.
Cir. No. 186, 7
9 Novr. 1904.

IN Vernacular and English Readers for students of all grades, a certain proportion of the reading lessons should consist of suitable biographical selections, such as would inculcate in the pupils habits of order, diligence and truthfulness, combined with submission to authority, and reverence to their elders. It is desirable that these lessons should be drawn from the lives of Hindu, Muhammadan and Christian worthies, instead of being confined to one section of individuals.

D. P. I.
Cir. No. 158, 7
28 Novr. 1904.

It is an established truth that a teacher's work must not be confined to the intellectual side only of the pupils under instruction; but should also aim at developing their moral character.

2. The purpose is to some extent served by moral stories and lives of great and good men that are to be found in the text-books

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prescribed for the pupils, and also in the other books from the school libraries that the students of the higher forms should be encouraged to read. In order to get the best effect from this source, it is necessary that, among the books recommended to the pupils by the teachers for extra reading, there should be some which have a decidedly moral bearing, while in teaching the text-books the teacher should direct the attention of the boys to the moral teachings contained in them.

3. A properly managed school, in which a strict eye is kept on discipline, gives also the best moral instruction possible. The habits of punctuality, obedience, regularity and method, truthfulness, etc., which must be inculcated and enforced in a school worth the name, are important factors in the shaping of character, and it is expected that all teachers should constantly bear in mind their duties in this respect.

4. The surest basis of a high character lies in truthfulness in word and deed. No opportunity should be lost by the teacher in impressing upon the students the importance of this, and in exposing the ignoble and contemptible nature of a mind which does not hesitate to resort to a lie. The teacher should furnish himself with as many tales and anecdotes, bearing on this point as possible, from ancient or current history or from actual every-day life, and use these whenever an opportunity offers itself. Special attention to this matter should be paid in the lower forms, as impressions made in these earlier stages are likely to be the most effective and durable.

5. Then the other virtues of generosity, self-control, self-sacrifice, respect to superiors, tenderness to animals, compassion for the poor, etc., should also be taught. In addition to theoretical teaching, the boys may be induced to actually put into practice the virtues taught, as far as circumstances will allow. It does not appear necessary to fix a particular period for "moral teaching," pure and simple, but no teacher should consider his work for the day done satisfactorily, unless he had devoted a portion of it to making an attempt to develop the moral side of the pupils placed under his instruction.

6. "Example is, however, better than precept," and a teacher who is himself unpunctual, or who is not highly respected himself for his character, cannot expect that his teachings about truth or punctuality will attain much success. The Department has therefore always expected, and will in future expect, its teachers to set the example of a high character before the eyes of the pupils under them.

7. It should be remembered, however, that moral instruction must not go beyond its sphere, and should in no way affect the social and religious ideas of the students generally.

8. The conduct of the boys outside school hours should also be attended to. In the case of students living near the school, the head master or some teachers deputed by him may occasionally see the guardians and ascertain the conduct of their wards at home, and impress upon the guardians the fact that without their co-operation the formation of character of their wards would be unsatisfactory.

9. In other cases, whenever possible, some one or other teacher of the schools should see as many guardians and as often as possible about their wards.

10. Quarterly progress reports are required to be furnished to the guardians, which the guardians are expected to return with a statement of the students' conduct at home. It is requested that this practice should be continued, and the teachers should see that every boy returns the report with his guardian's signature and report.

11. It is not, however, the teachers and the guardians alone who can help in watching over school-boys, and each member of the Visiting or Managing Committee of a school ought to interest himself in the matter, and whenever any boy is found by him to be behaving in an improper way, he should, by making proper representations to the guardian, if convenient, or by reporting the matter to the head master, try to have the boy corrected.

12. The watch and control over a boy's conduct outside school requires, however, to be exercised with much tact and caution, and nothing should be done which should have the effect of making a boy lose all sense of healthy freedom and feel that he is under constant surveillance. It is only when a boy is found to be doing something decidedly immoral or undesirable that any punishment should be inflicted. In other cases, gentle and sympathetic counsels and the moral influence of the teachers ought to be sufficient to effect a gradual improvement in the character of the students.

4—PARTICIPATION OF STUDENTS AND TEACHERS IN POLITICAL MOVEMENTS.

No. 332, dated the 4th May 1907, from the Govt. of India, Home Dept., to the Govt. of Bengal.

I AM directed to address you on the subject of the principles to be observed, and the line of action to be followed, with the object of protecting higher education in India, from the dangers with which it is threatened, by the tendency of both teachers and pupils, to associate themselves with political movements, and to take a prominent part in organizing and carrying out overt acts of political agitation. This tendency is of comparatively recent growth, and the Government of India have hitherto refrained from adopting specific measures to counteract its effects in the belief that parents, teachers and the more sensible or less impressionable students could not fail to realize that the spirit of lawlessness and resistance to authority thus engendered among the young is bound in the long run to set back the advance of genuine education, to injure the material prospects of the students, and to subvert the traditional foundations of Indian family life. The Governor-General in Council entertains no doubt that the great majority of sensible Indian parents, whatever may be their political opinions, regard with the gravest apprehension the imminent danger that education will be interfered with, and the efficiency of schools and colleges impaired by the minds of pupils and students being diverted from their proper work and by the relaxation of discipline which must inevitably result from their being allowed to take part in political agitation.

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2. The question affects the entire field of higher education, but the principles to be applied and the procedure to be adopted will differ according as school-boys or college students, school-masters or Professors of colleges have to be dealt with. The case of the pupils of high schools presents little difficulty. In the interest of the boys themselves it is undesirable that they should be distracted from their work by attending political meetings, or engaging in any form of political agitation. In the event of such misconduct being persisted in and encouraged, or permitted by the masters or the managing authorities, the offending school can after due warning be dealt with—

- (a) by the Local Government, which has the power of withdrawing any grant-in-aid, and of withholding the privilege of competing for scholarships and of receiving scholarship-holders ;
- (b) by the University, which can withdraw recognition from the school, the effect of which is to prevent it from sending up pupils as candidates for the Matriculation examination.

Action under the first head can be taken by the Local Government of its own motion without reference to the University. Should this measure prove inadequate, and should it be thought necessary to have recourse to the more severe punishment of withdrawal or recognition or the threat thereof, the facts of the case should be reported to the University which alone is legally competent to inflict the requisite penalty. In such cases following the practice of the Government of India in conducting their own correspondence with the University, the communication may be addressed to the Registrar, through the Rector of the Calcutta University.

3. The case of students of affiliated colleges stands on a somewhat different footing. They are no longer school-boys but undergraduates, and a certain proportion of them are Bachelors of Arts who may reasonably claim some wider liberty of action than is permitted to school-boys. In regard to them, therefore, the Government of India are not prepared to lay down, as a general rule, that mere attendance at political meetings, as distinguished from taking an active part in their proceedings, would necessarily call for the adoption of disciplinary measures against the college. Although, however, they admit that the degree of discipline which is essential for a school-boy may be inappropriate and even undesirable in the case of a student, still they must insist upon the principle that colleges exist for the purpose of education, and they cannot regard with indifference the conversion of such institutions into centres for the dissemination of political doctrines of whatever character. If therefore certain students of an affiliated college were to attend political meetings, and there so conduct themselves as to bring undesirable notoriety upon their college, or to engage in political agitation in such a way as to interfere with the corporate life and educational work of the place, and still more if such propagandism assumed the form of picketing and open violence, it is obvious that the Local Government concerned could no longer remain passive, but would be bound, in the interests of education, to

take steps to procure the withdrawal from the college, at any rate for a period, privilege of affiliation to the University. In such a case it would probably be desirable in the first instance that a formal warning should be addressed to the Principal of the College by the Director of Public Instruction. If that warning were disregarded, the facts of the case would be reported by the Local Government, through the Rector, to the Syndicate of the University. It would then rest with any member of the Syndicate to initiate by formal motion the procedure laid down in section 24 of the Universities Act.

4. The further question arises how far participation of school-masters or Professors of colleges in political movements may be held to call for disciplinary action against the institution in which they are employed. As to this I am to say that the Government of India recognise that in this matter the masters of high English schools should not be treated as being on the same footing as their pupils. Although it is the firm intention of the Governor-General in Council to neglect no means of preventing schools and colleges from being turned into centres of political agitation, he does not wish unduly to circumscribe the liberty of individual teachers. A school-master has a right to his own opinions as much as any one else, but he is subject to very special responsibilities, and it is recognized in every civilized country that these responsibilities limit the extent to which he is entitled to give expression to his individual views. If, therefore, the public utterances of a school-master are of such a character as to endanger the orderly development of the boys under his charge by introducing into their immature minds doctrines subversive of their respect for authority and calculated to impair their usefulness as citizens and to hinder their advancement in after-life, his proceedings must be held to constitute a dereliction of duty and may properly be visited with disciplinary action. Still more will this be the case, if he is found to have personally conducted his pupils to a political meeting, or to have deliberately encouraged their attendance at such a meeting for the purpose of educating them in his own political views.

5. The principle here laid down extends also to college Professors, but it cannot be applied so fully. A Professor is dealing with more advanced and more responsible material than a schoolmaster, and it is everywhere recognized that he may claim a larger discretion in respect of the expression of opinion. But he also has his special obligations. If he abuses his position by diverting the minds of his students to political agitation, if he encourages them to attend political meetings or personally conduct them to such meetings, or if, while avoiding open propagandism, he adopts a line of action which disturbs and disorganizes the life and work of the college at which he is employed, and if the governing body of the college fail to check such abuse, then it is clearly the duty of the University to interfere in the interest of the educational efficiency of which it is the constituted guardian. If the University were to refuse to control its affiliated colleges in this respect, it would fail to carry out the educational trust with which the law has invested it, and it would be the duty of the Government to intervene.

CHAPTER V.

TRAINING AND REGISTRATION OF TEACHERS.

1.—GURU TRAINING SCHOOLS.

1. In Motihari, in the district of Champaran, there is a second grade training school which teaches the first-year's course of a first grade Training School and which sends up candidates for the second grade Vernacular Mastership Examination. The cost of the students' stipends is paid out of the District Funds of Champaran, while that of the establishment is borne by the Department.

2. There is a second grade school also at Daltonganj. This school has one class, the general and technical studies followed in which are identical with those followed by the first year class of first grade training schools. The students are expected to be qualified by the middle vernacular standard. At the end of the year they take a qualifying examination which is arranged by the Inspector of Schools, Patna Division. The students receive monthly stipends from Government and from the District Board. Those who obtain certificates of proficiency as teachers obtain employment in middle and upper primary schools.

3. Besides this, a *guru*-training school has been established in almost every subdivision, each school having an upper primary school attached to it as a practising *pathsala*.

(a) SCHEME OF STUDIES FOR GURU-TRAINING SCHOOLS.

SCHOOLS WORKING ON THE UPPER PRIMARY BASIS.

FIRST YEAR.

General Knowledge.

The syllabus prescribed for Standard III.

Art of Teaching.

1. Junior Teachers' Manual (practical portion).
2. Practical teaching of infants, with special reference to lessons on observation and expression and lessons on number.

N.B.—As regards School Gardening, the subject will be treated in the junior Teachers' Manual in such a manner that a course of instruction in regard to it suitable for *gurus* under training will be prescribed, as also general directions as to how effect should be given to the suggestions contained in the "Note on School Gardens," which is attached to the syllabus for Standards I and II.

SECOND YEAR.

General Knowledge.

The syllabus prescribed for Standard IV.

Art of Teaching.

1. Junior Teachers' Manual (whole).
2. Practical teaching in respect of all the subjects prescribed in the syllabus for Standards I and II.

N.B.—As regards School Gardening, the subject will be treated in the Junior Teachers' Manual in such a manner that a course of instruction in regard to it suitable for *gurus* under training will be prescribed, as also general directions as to how effect should be given to the suggestions contained in the "Note on School Gardens," which is attached to the syllabus for Standards I and II.

SCHOOLS WORKING ON THE MIDDLE VERNACULAR BASIS.*

FIRST YEAR.

General Knowledge.

- | | |
|---|---|
| 1. Bengali, Hindi, Urdu or Ooriya Literature | } As in Standard V of a Vernacular school, or as much as possible of the full Middle course. |
| 2. Bengali, Hindi, Urdu or Ooriya Grammar and Composition. | |
| 3. Bengali, Hindi, Urdu or Ooriya Geographical and Historical Readers (map-drawing). | |
| 4. Writing | |
| 5. Arithmetic | |
| 6. Kindergarten work as required in Infant classes. Object-lessons (as in Standard III of a Vernacular school). | |
| 7. Science Reader | } As in Standard V of a Vernacular school, or as much as possible of the full Middle Vernacular course. |
| 8. Drawing | |
| 9. Practical Geometry, Mensuration and Euclid. | |
| 10. Manual Training | |
| 11. School Drill | |
| 12. Village Maps. | |
| 13. Zamindari accounts, receipts and khasras. | |
| 14. Letter-writing and writing of Deeds. | |
| 15. School-gardening. | |

Art of Teaching.

16. Junior Teachers' Manual (whole).
17. Practical teaching and preparing notes of lessons.
18. Instruction in the devising of simple appliances in collecting natural objects for Science and object-lessons and for school Museums.

* The modification of this course is under consideration.

SECOND YEAR.

- | | | |
|--|---|--|
| 1. Bengali, Hindi, Urdu or Ooriya Literature. | } | As in Standard VI or full Middle course. |
| 2. Bengali, Hindi, Urdu or Ooriya Grammar and Composition. | | |
| 3. Bengali, Hindi, or Ooriya Geographical and Historical Readers. | | |
| 4. Writing | | |
| 5. Arithmetic | } | As in Standard IV or Upper Primary course. |
| 6. Object-lessons | | |
| 7. Science Reader | } | As in Standard VI or full Middle course. |
| 8. Drawing | | |
| 9. Practical Geometry, Mensuration and Euclid. | | |
| 10. Manual Training | | |
| 11. School Drill | } | |
| 12. Village Maps. | | |
| 13. Zamindari accounts, receipts, khasras and copies of the village notes. | | |
| 14. Letter-writing and writing of Deeds. | | |
| 15. School-gardening. | | |

Art of Teaching.

16. Senior Teachers' Manual.
17. Practical teaching and preparing notes of lessons.
18. Instruction in the devising of simple appliances in collecting natural objects for Science and object-lessons for school Museums.

Examinations at the end of the course.

1. When the *gurus* of any *Guru-Training* school have finished their second year of instruction, or their first year in the case of *gurus* who have passed the Middle School examination, or have read up to and passed satisfactorily through Standard VI of the new Vernacular scheme of education, the Deputy-Inspector of Schools of the district, helped by the Head Pandit of the *Guru-Training* school, should hold an examination of the *gurus*, in order to test whether they have become sufficiently qualified both in knowledge of the art of teaching and in knowledge of the subjects to be taught in Primary schools, so as to be able to impart efficient instruction to their pupils under the new system.

2. A certificate may be granted to those *gurus* who prove successful at the above examination in the following form:—

"THIS is to certify that _____ son of _____
 _____, a resident of _____ in
 the district of _____ who before entering the *Guru-Training*

D. P. I.
 Cir. No. 173, *g*
 12 Sept. 1904.

Training Schools, Guru.

school for the purpose of training had passed the examination or had read up to and passed standard of the Vernacular Education Scheme has received instructions for years in the *Guru-Training* school at . He has after the examination proved himself in the opinion of the undersigned competent to impart instruction in ^{Upper}_{Lower} Primary schools under the new scheme of Vernacular education."

3. The certificate should be signed by the Deputy-Inspector of Schools, and countersigned by the Inspector of Schools.

Government Stationery.

D. P. I. The teachers of *Guru-Training* Schools are not entitled to use
Cir No. 234, 7 Government stationery, but should use private postage-stamps, post-
6 Jany. 1905. cards, etc.

Establishment.

Bengal Govt., The Head Pandit of a *Guru-Training* school receives a salary of
Genl. Dept., Rs. 18 a month. Special rates of pay have however been sanctioned
No. 1203T.-G., for the following backward tracts:—
30 June 1904
& No. 2415, 7
22 July 1904.

			Rs.
D. P. I.	Khondmals (Orissa)	...	22 a month.
Cir. No. 149, 7	Darjeeling	...	20 "
25 Aug. 1905.			

Bengal Govt., The services of the Head Pandits do not qualify for pension. The
Genl. Dept., Second Pandit is paid Rs. 10 a month.
No. 1887, 7
4 April 1904.

D. P. I.
Cir. No. 82, 7
14 May 1904.

D. P. I. 2. The services of a third teacher on Rs. 8 a month may be
Cir No. 143, 7 engaged for each *Guru Training* school.
3 Aug. 1906.

Besides this, the following items of expenditure have been sanctioned for each *Guru-Training* school:—

Contingent expenditure	...	Rs.	5 a month.
16 stipends to <i>guru</i> pupils at rates			
varying from Rs. 5 to Rs. 10, the			
cost per school not exceeding	...	"	120 "

(For details, *vide* below.)

D. P. I. Cir. A part-time servant may be engaged on a small allowance, which
Nos. 15079-88, can be paid out of the contingent allowance.
7 9 Decr. 1904.

Bengal Govt., Inspectors of Schools are authorised to distribute the fees of the
Genl. Dept., Practising schools between the Head and Second Pandits of *Guru-*
No. 1468, 7 Training schools in such proportion as may seem desirable and
12 March 1904. expedient, having regard to the circumstances of each particular
D. P. I. school.
Cir. No. 59, 7
5 April 1904.

Training Schools, Guru.

RATES OF STIPENDS FOR STUDENTS IN GURU-TRAINING SCHOOL.

Presidency Division.

				Rs.
Calcutta	...	(a)	Intending <i>gurus</i> ...	9
		(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	9
		(c)	Head <i>gurus</i> of upper primary schools ...	10
Nadia	...	(a)	Intending <i>gurus</i> ...	9
		(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	9
		(c)	Head <i>gurus</i> of upper primary schools ...	10
Murshidabad	{	(a)	Intending <i>gurus</i> ...	5
		(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	9
		(c)	Head <i>gurus</i> of upper primary schools ...	10
Jessore	...	(a)	Intending <i>gurus</i> ...	6
		(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	9
		(c)	Head <i>gurus</i> of upper primary schools ...	10
Khulna	...	(a)	Intending <i>gurus</i> ...	8
		(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	9
		(c)	Head <i>gurus</i> of upper primary schools ...	10
24-Parganas	{	(a)	Intending <i>gurus</i> ...	5
		(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	9
		(c)	Head <i>gurus</i> of upper primary schools ...	10

Patna Division.

(a)	Intending <i>gurus</i> ...	5
(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	8
(c)	Head <i>gurus</i> of upper primary schools ...	9

Bhagalpur Division.

Districts other than Darjeeling.	{	(a)	Intending <i>gurus</i> ...	5
		(b)	<i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	7
		(c)	Head <i>gurus</i> of upper primary schools ...	8

N.B.—The rates will be increased by Re. 1 in the case of Sonthals.

Bhagalpur Division—concluded.

				Rs.
Darjeeling ...	{	(a) Intending <i>gurus</i> ...	...	6
		(b) <i>Gurus</i> other than head <i>gurus</i> of	...	8
		upper primary schools	...	9
		(c) Head <i>gurus</i> of upper primary	...	
		schools	...	

Burdwan Division.

Hooghly ...	{	(a) Intending <i>gurus</i> ...	...	5
		(b) <i>Gurus</i> other than head <i>gurus</i> of	...	9
		upper primary schools	...	10
Howrah ...		(c) Head <i>gurus</i> of upper primary	...	
Burdwan ...		schools	...	
Birbhum ...	{	(a) Intending <i>gurus</i> ...	...	5
		(b) <i>Gurus</i> other than head <i>gurus</i> of	...	7
		upper primary schools	...	8
Bankura ...		(c) Head <i>gurus</i> of upper primary	...	
Midnapore ...		schools	...	

Orissa Division.

Cuttack ...	{	(a) Intending <i>gurus</i> ...	...	5
		(b) <i>Gurus</i> other than head <i>gurus</i> of	...	7
		upper primary schools	...	8
Puri ...		(c) Head <i>gurus</i> of upper primary	...	
Balasore ...		schools	...	
Garjat States	{	(a) Intending <i>gurus</i> ...	...	5
		(b) <i>Gurus</i> other than head <i>gurus</i> of	...	8
		upper primary schools	...	9
and Angul.		(c) Head <i>gurus</i> of upper primary	...	
		schools	...	
Sambalpur	{	(a) Intending <i>gurus</i> ...	...	5
		(b) <i>Gurus</i> other than head <i>gurus</i> of	...	9
		upper primary schools	...	10
and recently		(c) Head <i>gurus</i> of upper primary	...	
added States.		schools	...	

Chota Nagpur Division.

Ranchi ...	{	(a) Intending <i>gurus</i> ...	...	6
		(b) <i>Gurus</i> other than head <i>gurus</i> of	...	7
		upper primary schools	...	8
Singbhum ...		(c) Head <i>gurus</i> of upper primary	...	
Palamau ...		schools	...	

Chota Nagpur Division—concluded.

				Rs.
Hazaribagh...	{	(a) Intending <i>gurus</i> ...	...	5
		(b) <i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	...	7
		(c) Head <i>gurus</i> of upper primary schools ...	...	8
Manbhum	{	(a) Intending <i>gurus</i> ...	...	5
		(b) <i>Gurus</i> other than head <i>gurus</i> of upper primary schools ...	...	8
		(c) Head <i>gurus</i> of upper primary schools ...	...	9

(b) THE GENERAL WORKING OF GURU-TRAINING SCHOOLS.

Extract from Letter No. 86T., dated the 14th May 1906, from the Director of Public Instruction to Govt. of Bengal.

[Paras. 15 to 23.]

15. The next subject to be considered is that of *Guru-Training* schools. This question was discussed in paragraphs 6 and 7 of the report, dated the 3rd August 1905, of the Committee, which advised Government in regard to Rural schools. In paragraph 6 of that report, the Committee expressed their opinion that, while the course might very advantageously be extended over a period of two years, it would be scarcely practicable to insist upon this at first, and that on the whole it would be best to make a start by fixing a one year's course. In respect of this matter the Special Committee have made a radical departure from the terms of their reference. This subject is fully dealt with in paragraph 3 of my note on *Guru-Training* schools of the 11th February 1906, the views expressed in which have been endorsed by the Special Committee in the note recorded by them on the subject at their eighth meeting. It is unnecessary for me therefore to recapitulate all the arguments that are therein set forth. The gist of the proposals made by the Special Committee is that the general rule should be that the training should be for two years, discretion being given to Inspectors to allow exceptional men to enter the second year class and to pass out after one year's training, and, conversely, that the Inspector should be allowed discretion to permit a man who has failed to qualify after two years' training, otherwise than owing to wilful neglect, to continue in the school for one year more, still holding his stipend. As Government will gather from my note referred to, I lay the greatest stress on this proposal, believing, as I do, that Government money is now largely being frittered away on the existing *Guru-Training* schools.

16. As regards the scheme of studies to be followed at *Guru-Training* schools, the Special Committee, for the general reasons given in paragraph 4 of this letter, propose that the course of training shall be the same both in urban and rural areas. The subject is treated in paragraphs 3 and 4 of my note of the 11th February 1906, and my

views have generally been endorsed by the Special Committee in the note recorded by them on the subject at their eighth meeting. According to existing orders, *Guru* Training schools work up either to the Upper Primary or the Middle Vernacular standard. The Committee's proposals do not affect schools of the latter class, but contemplate merely that, in the new *Guru*-Training schools which are now being established, and in the existing *guru*-training schools which work only up to the Upper Primary standard, the revised syllabus proposed by them should be introduced in lieu of that now in force.

17. The scheme of studies recommended by the Special Committee for *Guru*-training schools does not vary considerably from that proposed by the Committee which advised Government in regard to Rural schools, (*vide* paragraph 7 of their report of the 3rd August 1905). The "Agricultural Reader" is eliminated for the reasons given in paragraph 9 of this letter; and, inasmuch as this course will now apply to *Guru*-Training schools in both urban and rural areas, the "Science Reader" now in use in such schools (*vide* the course prescribed in the Director's Circular No. 192, dated the 22nd November 1904) will for similar reasons also be discontinued. As however indicated in paragraph 14(5) of this letter, Science (including Agriculture) will be treated in the Junior Teachers' Manual in such a manner that a course of instruction suitable for *gurus* under training will be prescribed, as also general directions as to how the Science syllabus of Standards I and II is to be taught. Similarly, in regard to School-gardening, I recommend that this subject should be treated in the Junior Teachers' Manual in such a manner that a course of instruction suitable for *gurus* under training should be prescribed, as also general directions as to how the suggestions made in the "Note on School-gardening," which is attached to the syllabus for Standards I and II, should be carried out. This proposal has occurred to me, owing to a reference on the subject which has just reached me. There is at present no textbook for School-gardening, nor is one required. The proposed addition to the Junior Teachers' Manual seems, however, to be necessary. I have made the requisite addition in the form of note No. (2) to the scheme of studies for these schools.

18. Having now dealt with the matters which were referred by Government to the Special Committee, I proceed to discuss the other very important questions which have been raised by them; and I will first take up the subjects which concern *Guru*-Training schools. Paragraph 5 of my note of the 11th February 1906 deals with the question as to how many pupils should be admitted to a *Guru*-Training school (whether new or old) in future. The Committee which advised Government in regard to Rural schools in August 1905, suggested 15 as a suitable number for the schools to be newly established. Now, however, that it is proposed to have a two years' course, the number should, for obvious reasons, be an even one. My proposal which has been adopted by the Special Committee at their eighth meeting, that there shall be 16, that is, 8 in each year, may be adopted. I also fully approve of the proposal of the Special Committee that a third teacher on Rs. 8 should be provided for each *Guru*-Training school, as it is found

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impracticable to work the schools satisfactorily with the present limited staff of two teachers.

19 The views expressed in paragraphs 6, 7, 8 and 11 of my note of the 11th February 1906 were, it will be observed, unanimously adopted by the Special Committee. The question really amounts to this: "Shall we continue the present system, which may look very well on paper but which in practice is largely a sham and a waste of public money, or shall we proceed on business-like lines? In the first place, according to the present system, a *Guru* teaching in a school is allowed to go through the course at a *Guru-Training* school without giving up his school for the time being. It is needless to comment on this. What happens is this: the *Guru* presents himself merely for an hour or so at the *Guru-Training* school. He then attempts to do in that short period what he should attempt to do in a full day's work. The course at the *Guru-Training* school represents two full years' work. This the *Guru* above referred to tries to do in about one-sixth of the time. Again, the idea underlying the present system is that the *Guru-Training* schools must be taken to the *Gurus*, and not that the *Gurus* should go to the *Guru-Training* schools. It has been assumed that the latter plan, which is the only business-like one, is not feasible. On the other hand, we have clear evidence that *Gurus* are willing to go to these schools, and there is every reason to think that they will resort to them more if they are, as is now proposed by the Special Committee, better treated. To move the *Guru-Training* schools from place to place merely means inefficiency, because it is impracticable in that case to construct suitable school-houses or to provide hostels for the students or quarters for the teachers. It is also impossible to provide the experimental gardens, which should be an essential feature of these schools (*vide* the closing remarks in paragraph 7 of the report of the 3rd August 1905 of the Committee which advised Government in regard to Rural schools). Last but not least, the public which is interested in this form of education judges us by our works, and cannot believe that we are in earnest as regards these schools when they see that so little care and thought is expended on them. I cannot too strongly therefore impress on Government the importance of these proposals.

20. I now come to the very important question as regards the proposal made in paragraph 6 of the report of the 3rd August 1905 of the Committee which advised Government in regard to Rural Primary schools, that a special stipend of Rs. 2 a month over and above his ordinary emoluments should be given to every *Guru* who qualifies in a *Guru-Training* school so long as he continues to teach satisfactorily in a school recognised by the Education Department. The Committee based this proposal on a consideration of the fact that the scheme of establishing new *Guru-Training* schools must fail entirely, unless teachers find that it is to their advantage to pass through the Training schools. I cordially agree, and so do the members of the Special Committee who have further considered the subject, with this opinion. I concur however with the Special Committee that the particular means proposed to that end by the Committee referred to are not practicable or the best. This question is discussed by me in paragraph 9 of my note of the 11th

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February 1906, and the Special Committee have generally agreed with the views expressed by me. As pointed out in paragraph 15 of the Director's letter No. 16079, dated the 13th November 1905, the proposal of the Committee, if adopted, would involve Government in an expenditure of many lakhs a year within the next 10 to 20 years. Sir Alexander Pedler perceived that, though the Committee had recommended that the special stipends proposed should be given only to *Gurus* who qualify in the new *Guru-Training* schools, it would be quite impossible in practice to restrict the concession to those schools, but that it would be necessary to extend it to the existing schools. He made his calculations accordingly and estimated the probable expenditure which would have to be incurred in respect of the Province as it existed prior to the partition. Even, however, if the proportion of the expenditure which would be incurred in respect of the transferred districts is deducted, the balance amounts to about ten lakhs a year. Not only have we not the money wherewith to carry out this proposal, but I agree with the Special Committee that, even if we had the funds, it would be a very unwise step to take. In practice it would be very difficult to withdraw the stipends once granted, even if the *Gurus* concerned ceased to be efficient. Subordinate officers are very unwilling to make recommendations for the curtailment of privileges, and I feel sure that after a few years there would be a large number of men drawing the special stipends who would not properly speaking be entitled to them. The Committee which made this proposal had not before them the statement which is attached to my note of the 11th February 1906, and which shows that, even under the present unfavourable conditions, the existing *Guru-Training* schools are fairly well filled with teachers under training. I feel sure that, if they had had that statement before them, they would not have made this recommendation.

21. I admit however that, if the proposals of the Special Committee are carried into effect, and if the *Gurus* who are already engaged in the work of teaching in schools are obliged to give up their work temporarily while they are under training, and if the system of the training of *Gurus* is taken up in a serious spirit, it will be necessary to give substantial encouragement to teachers to come forward for the purpose of being trained. This is fully provided for by the proposals which have been made by myself and which have been approved by the Special Committee. In addition to the provision for hostels referred to in paragraph 19 of this letter, it is proposed that the stipend, which is at present restricted to Rs. 5, should be enhanced according to local requirements, both in respect of existing and new schools, from that amount to sums varying from Rs. 5 to Rs. 10. The amount of Rs. 5, though in some places it is barely sufficient, is not, generally speaking, enough to maintain a *Guru* whilst under training. The result is that, generally speaking, *Gurus* are unable to give up their schools temporarily and to devote themselves entirely to a course of training at a *Guru-Training* school. I concur with the Special Committee that one of the best ways of disposing of the money that may be available will be to enhance the stipends in accordance with local requirements, so as to make them sufficiently attractive. If this proposal is generally

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approved by Government, Inspectors of Divisions will be asked to suggest a standard for their Divisions in respect—

- (a) of young men who intend to become teachers, and
- (b) of *Gurus* in charge of schools who wish to qualify.

In this connection I may add that in the new schools which are being established, only those who are teachers in Lower Primary schools and who have reached the Lower Primary standard will for the present be admitted, (*vide* the proceedings of the seventh meeting of the Special Committee, and paragraph 6 of the report of the Committee which advised Government with regard to Rural schools).

22. In paragraph 10 of my note of the 11th February 1906, I suggested how any funds which might be available in the current and future years might be utilised. I suggested that they might be utilised—

- (1) in improving the existing *Guru-Training* schools;
- (2) in providing for the repairs of the old and new *Guru-Training* schools;
- (3) in constructing and maintaining decent hostels for the students under training and quarters for the teaching staff at these schools; and
- (4) in giving rewards to men who pass through the course of training with credit.

The Special Committee, while approving of these proposals, expressed a fear that the proposals which they have made as regards providing additional teachers and enhancing the stipends, as proposed in paragraphs 18 and 21 of this letter, would alone absorb all available resources. I discuss this matter in the next paragraph.

23. The addition of a teacher on Rs. 8 referred to in paragraph 18, and the raising of the stipends in the manner proposed in paragraph 21, for the existing *Guru-Training* schools will involve an additional annual expenditure of Rs. 39,544 and of Rs. 37,310 for the current year, if effect is given to the proposals, as I would suggest, from the 1st October 1906. This can be met from the lump grant of Rs. 2,97,200 provided in the current year's budget for primary education and new educational schemes. Then, as regards the question of opening new *Guru-Training* schools on the improved lines proposed, I find that, after making provision for the opening of the Bhagalpur Central Training School and the re-organisation of the Educational Services out of the lump grant of Rs. 2,97,200 above referred to, there will remain only a sum of about Rs. 33,220. Most of this money will be required for the improvement of *maktabs*, as sanctioned in Government letter No. 157T.—G., dated the 24th April 1905. There does not therefore at present seem to be much chance of carrying out the recommendations referred to in paragraph 22 of this letter, nor of opening many new *Guru-Training* schools on the improved lines proposed. This was foreseen, however, by the Special Committee (*vide* the resolution passed by them at their eighth meeting in regard to paragraph 10 of my note of the 11th February 1906), in which they

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stated that, though they were anxious to see the new schools established as soon as possible, they recognised that it might be quite impracticable to open many such schools immediately, owing to want of funds. They expressed the opinion, however, that such money as was available would best be spent in the manner recommended by them, that is to say, by generally improving the existing schools and opening new schools gradually upon the improved lines recommended by them. Nevertheless, as far as funds allow, I propose to give effect to the recommendations referred to, and, when the proper time comes for so doing, I shall submit a scheme for giving rewards to men who pass through the course of training with credit.

Bengal Govt.,
Genl. Dept.,
No. 1800, 4
5 July 1906.

The scheme of studies for *guru*-training schools, shown above was approved in Government order No. 1800, dated the 5th July 1906.

2.—VERNACULAR TRAINING SCHOOLS.

1. Training Schools of the first grade* consist of two classes, a First-year class and a Second-year class. The students receive instruction in the theory and practice of teaching in addition to the general subjects usually comprised in schemes of liberal education.

2. Middle Schools are attached to Training Schools in which students are exercised in practical teaching under the guidance and supervision of the teachers.

3. In the case of Bengal proper, candidates seeking admission to Training Schools must have passed the school or public examination in standard VI of the Vernacular Education scheme. For admission to the Patna, Ranchi and Cuttack Training Schools, candidates must either have the above qualification, or they must satisfy the Head Masters of those schools, at an Entrance Examination to be specially held for the purpose, that they possess the necessary preliminary education to be able to proceed with the Training School course.

4. The Training School session commences in January, and in December every year students of the First and Second-year classes are sent up for the Vernacular Mastership Examinations. First-year students must pass the Second Grade Vernacular Mastership Examination in order to be promoted to the Second-year class. The successful students of the Second-year class are awarded first grade certificates.

New students can be admitted by the head-masters of the Training Schools up to 1st February, and from that date up to the last day of that month, by the Divisional Inspector of Schools.

For plucked students the last day for admission is 1st May.

5. Courses of studies are prescribed by the Director of Public Instruction in accordance with the general scheme sanctioned by Government. Minor variations are introduced in the detailed courses to suit local conditions.

At Calcutta, Hooghly, Patna, Ranchi and Cuttack, all under Government management. There is one at Krishnagar under the Church Missionary Society.

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6. A uniform course of studies is prescribed for the schools in Bengal proper. A similarly uniform course, in all subjects except Urdu, is prescribed for the Patna and Ranchi schools.

7. Stipends of the value of Rs. 4 and 5 are granted to the students of the first and second-year classes at the discretion of the Head Master.

The allotments* for the several Training Schools are as follows:—

	Rs.		Rs.
Hooghly ...	300 a year.	Chittagong ...	250 a year.
Calcutta ...	300 „	Patna ...	300 „
Rangpur ...	250 „	Ranchi ...	250 „
Dacca ...	300 „	Cuttack ...	150 „

8. The transfer of the students of Training Schools is regulated by the ordinary rules of the Department, with this exception that a fee of one rupee will be charged for issuing the transfer certificate. A student who has failed at, or passed in, a Training School Examination may be admitted to any Training School without a transfer certificate, if he has not joined any other school since his success or failure.

9. Middle Scholarships made tenable at Training Schools will be held for a maximum period of two years.

10. The Principal of the Government School of Art, Calcutta, has the right to inspect drawing classes of Government Training Schools and, after an examination of the students, to recommend to the Director of Public Instruction the grant of Certificates of proficiency in Drawing to such of the Second-year students as he may consider qualified. Such certificates will be signed by the Principal of the Government School of Art, and countersigned by the Director of Public Instruction.

11. Schools under private management may be recognised by the Director of Public Instruction as first grade Training Schools and permitted to send up students to the Departmental Vernacular Master-ship Examinations.

COURSE OF STUDIES FOR TRAINING SCHOOLS.

[*Drawn up in accordance with Govt. of Bengal, General Dept., No. 2497, dated the 18th July 1901.*]

FIRST-YEAR CLASS.

I.—Bengali—100 marks (two papers)—

- | | |
|------------------------------------|-----------------------|
| (a) Prose, one book (150 pages). | } One paper 50 marks. |
| (b) Poetry, (50 pages). | |
| (c) History of Bengali Literature. | |
| (d) Grammar. | |
| (e) Letter-writing. | } One paper 50 marks. |
| (f) Essay. | |

* Certain percentage of the stipends allotted to the several schools is reserved for Muhammadans.

II.—Sanskrit—50 marks (one paper)—

- (a) Text-book.
- (b) Grammar.

III.—History of India and General Geography with special knowledge of Bengal, and Physical Geography. 50 marks (one paper).**IV.—Arithmetic and Algebra—50 marks (one paper)—**

- (a) Arithmetic (the whole).
- (b) Algebra (up to the end of fractions).

V.—Geometry and Mensuration—50 marks (one paper).

- (a) Euclid, Books I and II, and 19 propositions of book III.
- (b) Mensuration of lines and plane surfaces.

VI.—Elementary Science—100 marks (two papers) —

- | | |
|--|--------------------------|
| (a) Physics, properties of matter (solids, liquids, and gases); Molecular forces, universal attraction and gravity; pressure of fluids and gases, equilibrium of floating bodies; heat and its effects (20 marks.) | } One paper
50 marks. |
| (b) Hygiene, up to Standard IV. (15 marks.) | |
| (c) Chemistry, up to Standard IV. (15 marks.) | |
| (d) Botany, up to Standard IV. (15 marks.) | } One paper
50 marks. |
| (e) Agriculture, up to Standard IV. (20 marks.) | |
| (f) Natural History, up to Standard IV. (15 marks.) | |

VII.—Drawing and Practical Geometry—75 marks (one paper) —

- (a) Straight lines, simple and compound curves, to be drawn to the exact size of examples. (20 marks.)
- (b) Straight lines and curves, to be enlarged or reduced on a given scale (30 marks.)
- (c) Practical Geometry (25 marks.)

VIII.—Art of Teaching—300 marks—

- (a) One text-book (100 marks one paper).
- (b) Practical examination (100 marks.)
- (c) Object Lessons and Kindergarten (written) (40 marks one paper.)
- Ditto (*viva voce*) (60 marks.)

IX.—Miscellaneous (75 marks)—

- (a) Manual work optional (25 marks.)
- (b) Drill (50 marks.)

Total marks 850 (11 papers.)

SECOND-YEAR CLASS.

I.—Bengali—100 marks (two papers).

- | | | |
|------------------------------------|---|---------------------|
| (a) Prose, 150 pages. | } | One paper 50 marks |
| (b) Poetry, 50 pages. | | |
| (c) History of Bengali Literature. | | |
| (d) Grammar. | | |
| (e) Essay ... | | One paper 50 marks. |

II.—Sanskrit—50 marks (one paper)—

- (a) Text-book.
- (b) Grammar.

III.—History and Geography—50 marks (one paper)—

- (a) History of the world (25 marks.)
- (b) Physical Geography (25 marks.)

IV.—Mathematics—50 marks (one paper)—

- (a) Algebra—Involution and Evolution, Simple Equations, Surds, Quadratic Equations, Ratio and Proportion (25 marks).
- (b) Statics and Dynamics (25 marks.)

V.—Geometry and Surveying 50 marks (one paper)—

- (a) Euclid, Books I to IV.
- (b) Surveying, chain and compass surveying, plotting and field-book.

VI.—Elementary Science—100 marks (two papers)—

- | | | |
|---|---|---------------------|
| (a) Physics—Revision of first-year course, pressure of fluids and gases, equilibrium of floating bodies, light and electricity, (20 marks.) | } | One paper 50 marks. |
| (b) Chemistry, up to Standard VI. (15 marks.) | | |
| (c) Hygiene, up to Standard VI. (15 marks.) | | |
| (d) Agriculture, up to Standard VI. (20 marks.) | | |
| (e) Botany, up to Standard VI. (15 marks.) | } | One paper 50 marks. |
| (f) Natural History, up to Standard VI. (15 marks.) | | |

VII.—Drawing and Practical Geometry—75 marks (one paper)—

- (a) Free-hand drawing. (25 marks.)
- (b) Model drawing (Simple solids, as cubes, cones, etc.) (25 marks.)
- (c) Practical Geometry (25 marks.)

*Training Colleges.***VIII.—Art of Teaching—400 marks—**

- (a) One text-book (150 marks one paper.)
- (b) Practical examination (150 marks.)
- (c) Object Lessons and Kindergarten, (40 marks one paper.)
Ditto (*vidé voce*) (60 marks.)

IX.—Miscellaneous—75 marks—

- (a) Manual work (optional) (25 marks.)
- (b) Drill (50 marks.)

Total marks 950 (11 papers.)

**AGRICULTURAL GARDENS IN CONNEXION WITH TRAINING
SCHOOLS.**

D P I.
Cir. No 74, 7
April 1906.

A few remarks of a general character in regard to the sites of the first-grade vernacular training schools:—

- (1) The approval of the Director of Agriculture is required as regards the sites of the gardens.
- (2) Although it is necessary that the sites of these schools should be in places where it is possible to find suitable land for gardens, it is equally necessary that the schools should be in places where they can be easily inspected by inspecting officers, including Inspectors of Schools and the Director of Public Instruction.
- (3) No proposal to remove one of these schools to a given site can be approved, unless it is shown that the local authorities interested and the local executive officers have been consulted. It is extremely important that nothing should be done which would tend to decrease the attendance at these schools.
- (4) Subject to the above remarks, it is desirable that the sites of these institutions should not be in thickly-inhabited areas, and that the sites selected should, as far as possible, be removed from the worst temptations of a town. With good hostels there should be no difficulty in this respect.

3.—TRAINING COLLEGES.

There is only one Training College at Kurseong and that is for the training of female European teachers.

The establishment of Training Colleges for Indian teachers is under the consideration of Government.

*Examinations.***4.—EXAMINATIONS.****(a) VERNACULAR MASTERSHIP EXAMINATIONS.**

1. The Vernacular Mastership Examinations are of two grades (first and second), and are held in December every year, on dates previously notified in the *Calcutta Gazette*. The Director of Public Instruction arranges for the conduct of the examinations in Bengal proper, the Inspector of Schools of the Patna Division for the conduct of the examinations in Bihar and Chota Nagpur, and the Inspector of Schools of the Orissa Division for the conduct of the examinations in Orissa. The examinations are held simultaneously at all centres.

2. A candidate for the examination of the second grade must be either—

- (1) a student of a Government or other recognised Training School who has studied for a full session in the First-year class, or
- (2) a *bonâ fide* teacher of a school who has passed either the Middle Scholarship Examination or some higher one, and has worked as a teacher for one year since passing it.

3. A candidate for the examination of the first grade must be either—

- (1) a student of a Government or other recognised Training School who has studied for a full session in the Second-year class, or
- (2) a *bonâ fide* teacher in a school who has passed the Vernacular Mastership Examination of the second grade, and has worked as a teacher for one year since passing it.

4. A candidate plucked at the Vernacular Mastership Examination of any grade in any year will be allowed to appear at the examination of the same grade in any subsequent year, provided that during the interval of such appearance and the time when he was last plucked, he either studied in a Training School or worked as a *bonâ fide* teacher in a school for a period of not less than six months.

5. No examination fee is charged to candidates who are students of Government Training Schools. All other candidates have to pay a fee of Re. 1 each, each time they want to be examined.

6. The examinations will be partly written and partly *vivâ voce* or practical.

The written examinations will be conducted in the following order:—

- | | | | |
|----------|---|---------------------------------|---|
| 1st. day | { | morning 10 A.M. to 1 P.M. ... | Bengali literature, 1 paper, 50 marks. |
| | | afternoon 1-30 to 4-30 P.M. ... | Bengali composition, 1 paper, 50 marks. |
| 2nd. day | { | morning 10 A.M. to 1 P.M. ... | Sanskrit, 1 paper, 50 marks. |
| | | afternoon 1-30 to 4-30 P.M. ... | History and geography, 1 paper, 50 marks. |

Examinations.

3rd. day	{ morning 10 A.M. to 1 P.M. ...	Physics, chemistry, and hygiene, 1 paper, 50 marks.
	{ afternoon 1-30 to 4-30 P.M. ...	Botany, agriculture, and natural history, 1 paper, 50 marks.
4th. day	{ morning 10 A.M. to 1 P.M. ...	Arithmetic, algebra, statics and dynamics, 1 paper, 50 marks.
	{ afternoon 1-30 to 4-30 P.M. ...	Euclid, mensuration, and surveying, 1 paper, 50 marks.
5th. day	{ morning 10 A.M. to 1 P.M. ...	Art of teaching, 1 paper, 100 or 150 marks.*
	{ afternoon 1-30 to 4-30 P.M. ...	Kindergarten and object lessons, 1 paper, 40 marks.
6th. day	morning 10 A.M. to 1 P.M. ...	Drawing and practical geometry, 2 papers, 50 and 25 marks respectively, the papers being given and collected simultaneously.

7. Practical examinations will be held in the art of teaching, kindergarten, object lessons, manual work and drill. They will be held as soon as possible after the close of the written examination. The dates on which these examinations will be conducted will be settled in each case by the Boards of Examiners, appointed for each school, in consultation with the head-master. In conducting the practical examinations the Boards of Examiners will see that the candidates are able to *teach*.

Marks will be allotted as shown below:—

Art of teaching ... 100 or 150 marks.*	Object lessons ... 30 marks.
Kindergarten ... 30 marks.	Manual work ... 25 „
Drill ... 50 marks.	

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1903.

8. In order to pass the examination candidates will be required to obtain 33 per cent. of the total marks allotted to each of the following groups with a minimum of 25 per cent. in each paper:—

- I.—Bengali literature, grammar, composition, and Sanskrit.†
- II.—Mathematics.
- III.—Art of teaching, comprising art of teaching (theoretical and practical), kindergarten and object lessons (theoretical and practical).
- IV.—History, geography and science.
- V.—Drawing and practical geometry.
- VI.—Drill.

* For the first grade 150, and for the second grade 100.

† Patna candidates are not examined in Sanskrit, but in Hindi and Urdu. They must obtain 40 per cent. of the marks in their own vernacular, 20 per cent. in the second language, and 33 per cent. in the aggregate of the two.

Examinations.

9. Successful candidates are arranged in three divisions. Those who obtain 60 *per cent.* of the total marks are classed *high*; those who obtain 45 *per cent.*, but less than 60 *per cent.* of the total marks, are classed *medium*, and those who obtain less than 45 *per cent.* are classed *low*.

10. The names of successful candidates are published in the *Calcutta Gazette*.

11. Certificates are granted to successful candidates under the signature of the Head-master of the Training School in which they studied, or, in the case of teacher-candidates, of the Head-master of the Training School in which they were examined, and the countersignature of the Director of Public Instruction.

12. Candidates who pass the examination of the first grade and also obtain 60 *per cent.* of the marks allotted to drawing and practical Geometry will receive certificates of special proficiency in these subjects in addition to the Vernacular Mastership Certificates.

13. Duplicate copies of Vernacular Mastership Certificates may be obtained on payment of a fee of Re. 1.

14. Teachers who passed the Vernacular Mastership Examinations in the old course may be examined in any or all of the following newly revised groups of subjects for the Vernacular Mastership Examination of the grade of which they already hold certificates, viz.—

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Group VI, Elementary science.

„ VII, Drawing and practical geometry.

„ VIII, Art of teaching and Kindergarten.

„ IX, Manual work and drill.

A candidate passing in any of these groups will have the fact endorsed on the certificate previously granted to him.

15. A candidate taking up any of the above groups must take up all the subjects included in that group, although he may have previously passed in any portion of it under the old course.

16. The usual fee of Re. 1 must be paid in every case.

Instructions in modern methods of Teaching.

Deputy and Sub-Inspectors of Schools are placed on deputation in the first-grade training schools for instruction in the new method of teaching introduced by the Vernacular Education Scheme sanctioned in Government Resolution No. 1, dated January 1st, 1901.

*Examinations.***(b) ENGLISH TEACHERSHIP EXAMINATION.**

D. P. I.
Cir. No. 218,
13 Decr. 1901.

1. The examination will be partly written and partly oral and practical.

2. The written examination is held at the Training School at Calcutta at about the time when the Vernacular Mastership Examinations are held. Three papers will be set, as shown below:—

		Marks.
I.—Art of teaching	...	... 100
II.—Discipline	...	... 100
III.—Organization	...	... 100

3. The oral and practical examination will be in actual class teaching and in notes of lessons. The necessary arrangements for holding this examination will be made by the Inspectors of Schools. One hundred marks will be assigned to this examination.

4. In the case of a candidate who is a teacher, the Inspector may at his discretion, conduct the practical examination at the candidate's own school.

5. Candidates obtaining 50 *per cent.* of the marks or upwards in each of the subjects, both written and practical, will be declared, to have passed, and will be granted English Teachership Certificates, under the signature of the Director of Public Instruction.

6. Candidates for first-grade certificates must have passed the B. A. examination. Candidates for second-grade certificates must have passed the F. A. examination, and served as teachers for at least three years. Candidates for third-grade certificates must have passed the entrance examination, and served as teachers for at least three years.

7. Candidates for the examination should apply, on or before a date to be prescribed every year, to the Head Master of the Training School at Calcutta, and should send a fee of Rs. 5 at the same time.

8. Candidates who have failed at a previous examination will be admitted to the examination, if they have worked as teachers for at least six months since their failure.

9. Further particulars about the examination will be supplied, on application, by Head Masters of Training Schools.

(c) ORAL EXAMINATION IN ENGLISH.

Bengal Govt.,
Genl. Dept.,
Notification
No. 2299,
8 July 1902.

In order to carry out a recommendation of the Simla Educational Conference of 1901 which was also approved by the Government of India, His Honour the Lieutenant-Governor of Bengal has been pleased to direct that all new teachers to be appointed in future and who are to teach English or other subjects through the medium of English in secondary schools, whether managed directly by the Education Department and by the District Boards and Municipalities, or aided by the Department or such local bodies, must have passed an

Examinations.

oral examination in English idiom and pronunciation and hold certificates to that effect. It is proposed to enforce this rule from 1st April 1903. Masters who will teach only through the vernaculars are exempted from this examination.

2. Teachers who are already in service and vernacular teachers hereafter to be appointed shall not in future be promoted to posts which involve teaching in English or through the medium of English until they have passed the examination now prescribed.

3. The Lieutenant-Governor trusts that managers of unaided schools will co-operate heartily in the object which the Government has in view, namely, the improvement of the teaching of English in secondary schools.

4. Inspectors of Schools, Principals and Professors of Colleges affiliated to the Calcutta University, and Principals of Training Colleges are authorised to hold this examination, provided that they themselves have been born in Great Britain or Ireland or in an English-speaking Colony and have been educated in the British Islands, or in any such British Colony. As there is no likelihood of the several offices referred to being always held by gentlemen possessing the qualifications specified, it is not possible to fix the various centres of the examination permanently, except in a few cases.

5. The Colleges and offices named below are fixed as centres permanent for practical purposes, for holding the examination above prescribed, as in them European officers of the Indian Educational Service appointed from England will ordinarily be available to conduct the examination:—

Calcutta.

Presidency College, Calcutta, European Principal and European Professors.

Calcutta Madrasa, ditto ditto.

Office of Inspector of European Schools, Bengal.

Patna.

Patna College, European Principal and European Professors.

Office of European Inspector of Schools, Patna Division.

Kurseong.

Victoria Training College, European Principal and European Teachers.*

6. In addition to the above named officers, the Principals and Professors of aided and unaided Colleges affiliated to the Calcutta University who possess the requisite qualifications, will be competent to hold the examination and their co-operation in the matter is cordially invited.

7. Only those persons who have passed the University entrance examination, or one of the higher examinations of Indian Universities,

* Since the issue of these orders the Victoria Training College has become the Victoria School. Kurseong, may, however, still be regarded as a centre for holding the examination as the Head Master of the Victoria School and some members of the teaching staff possess the qualifications required in persons who may be authorized to conduct the examination as specified in paragraph 4 above.

Examinations.

the High School examination of European schools, or the Final School examination which it is proposed shortly to introduce, will be eligible to appear at the new examination, and such candidates will be at liberty to apply to any one of the officers named above with a view to being examined. Arrangements for examination to be held by the Educational Officers under Government mentioned above will be made at once. The examination will be held quarterly in March, June, September and December on such dates as may be fixed by the officers who are authorised to conduct this examination.

8. The examination of each candidate need not probably take much time. A candidate should be required to read short passages from English prose and poetry and should be put to a colloquial test in two or three different subjects.

9. The certificate* may be given in the following form, which should be forwarded to the Director of Public Instruction for counter-signature :—

“ Certified that _____, son of _____, of _____ Village in the district of _____, who has presented a certificate of having passed the _____ examination in the year _____, has appeared at an oral examination held at _____ on the _____ for the purpose of testing his knowledge of English idiom and pronunciation, and that in these respects the examinee is, in the opinion of the undersigned, qualified to teach English in secondary schools in Bengal.”

(Signature) _____

Dated the _____

Designation _____

Countersigned as No. of _____ (year)

Director of Public Instruction, Bengal.

SUPPLEMENTARY RULES.

D P I.
Cir. No. 68.
16 June 1903.

1. No candidate shall be allowed to appear at the examination more than once in a year† or more than three times in all.

* N.B.—A Register of the certificates granted is kept in the Office of the Director of Public Instruction, Bengal.

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2. The examination shall consist of three parts :—

- (a) Reading aloud short passages from English prose and poetry with a view to test pronunciation.
- (b) Reproduction in the candidate's own words of the substance of short passages in English previously read out aloud by him, with a view to test his ability to understand English and to express himself clearly and idiomatically in the language.
- (c) Conversation on two or three different subjects, which may include correction of blunders in idiom and grammar.

3. Candidates will be required to pass in each of the three parts (a), (b) and (c).

4. No system of marking is definitely prescribed at present, but it is suggested that in each part the candidates should be marked A, B, C or D, representing 75 to 100, 50 to 75, 25 to 50 and 1 to 25 *per cent.* marks, respectively, the two latter indicating failure.

Oral Examination Certificate.

A fee of Rs. 2 will henceforward be charged in issuing a duplicate copy of the oral examination certificate in English Idiom and Pronunciation. The fee should usually be deposited in a Government Bank or Treasury and the Bank or Treasury receipt should be attached to the application.

D. P. I.
Cir. No. 145, 7
1 Novr. 1905.

(d) EXAMINATION IN THE ART OF TEACHING.

RULES FOR THE HALF-YEARLY EXAMINATION OF TEACHERS IN THE ART OF TEACHING TO BE HELD BY THE INSPECTORS OF SCHOOLS.

[*Approved in Govt. Order No. 1500 T.G., dated the 17th September 1904.*]

1. (a) The examination shall be half-yearly, for the present in August and February and will be held by Inspectors of Schools for teachers of English subjects. Candidates who appear at this examination must have passed the Entrance Examination or some other higher examination, and should bring their certificates with them. Exception will sometimes be made in the case of experienced teachers who have not passed the Entrance Examination.

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1904.

(b) Teachers of vernacular subjects who have at least passed the middle vernacular standard examination will be similarly examined by the head-master of a first grade training school, in the presence of the Inspector of Schools. Such vernacular teachers should bring their certificates of having passed this examination with them.

2. A selected High English school at the head-quarters of the Inspector will be the centre of examination for masters who teach

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through the medium of English. The high school selected will be duly notified by the Inspector. Each training school of the first grade will be a centre for the examination of the teachers of vernacular subjects, which shall be conducted by the Head Master of the training school in the presence of the Inspector of Schools of the Division.

In the Bhagalpur Division, where there is no training school, the examinations may be held at any central schools, selected by the Inspector of Schools for the purpose. The Inspector will conduct the English examination, and the examination of the teachers of vernacular subjects will be held by the Assistant Inspector of Schools.

3. The examination will be mainly practical, and will consist of—

(a) A practical examination in class control—the candidate being required to keep a class of at least a dozen boys attentive and fully occupied throughout a lesson.

(b) A practical test of teaching ability—the candidate being required to give two lessons on different subjects prescribed by the Inspector of Schools, previous notice of the subjects chosen by the Inspector or other examiner being given to the teachers who are to be examined.

(c) An oral examination, in which the Inspector or other examiner will put some questions on the Art of Teaching, object lessons, class management, organization and discipline. Some approved books on such subjects will, from time to time, be recommended by the Director of Public Instruction for the purpose of being read by the candidates.

4. The examination of each candidate need not take more than about 30 to 40 minutes in all, so that six or seven candidates may be examined in a day. If the number of candidates is large, the examination may be extended to the second or the third day.

5. The Inspector of Schools will grant certificates to those who in his opinion satisfy the tests prescribed above.

6. The above certificate will qualify a teacher to have his name entered in the register of certificated teachers, with a special note to the effect that the individual has passed the Inspectors' examination in the Act of teaching.

7. No teacher appointed after the issue of the order instituting this examination, in a Government or aided school, who is not a trained man or who does not hold an English or Vernacular Teachership certificate or other higher certificate approved by the Department, shall be confirmed in his post if he fails to obtain a certificate under these rules within two years of his appointment, unless he proves to the satisfaction of the Inspector that there are good reasons for such failure.

8. In determining the amount of the aid to be given to schools asking for grants-in-aid in the first instance, or for the renewal of an existing grant, the number of certificated teachers in the teaching staff should, among other things, be taken into consideration.

5.—CERTIFICATED TEACHERS.

The employment of trained and skilled teachers in schools is now admitted universally to be essential to true progress in education. In India, where trained teachers represent a very small proportion of the teachers employed in schools, it will, in the future, be necessary to take every possible and legitimate opportunity that may present itself to replace incompetent and untrained teachers, and also those who may be experienced, but still not successful teachers, by trained and competent teachers on the teaching staff. This policy appears to be absolutely imperative to ensure real progress in education. It is hence essential that, as in the other Provinces of India, systematic registers of properly qualified teachers in all classes of schools should be maintained by the Education Department in Bengal. Each school in a Division should therefore be required to supply the Deputy Inspector of Schools concerned with the information asked for in the form given below.* It will be incumbent on each Deputy Inspector of Schools to start a general register in the prescribed form for his office, which will contain the particulars therein referred to in regard to teachers of all schools in his district who receive salaries below Rs. 8 a month or who are only paid out of public funds by grants paid partly or wholly under the old system of payment by results, which is however about to be done away with. A similar register will be kept up in the office of the Divisional Inspector of Schools for teachers whose salaries range from a sum below Rs. 50 and Rs. 8 a month. The Inspector of Schools should draw up and submit, for record in the Office of the Director of Public Instruction, Bengal, a list showing, school by school, all such particulars of teachers who are in receipt of salaries of Rs. 50 a month and upwards. These registers should contain only those who are in the opinion of the Inspector properly qualified teachers, and include in separate sections (a) all those men who are employed in Government schools, (b) all who are employed in aided schools, and (c) all who are employed in private and unaided schools, but which schools send in candidates for public examinations or which receive scholarship-holders, the scholars being paid from public funds of any kind.

2. At first the admissions to these registers of duly-qualified teachers will have, possibly, to be judged by a rather lenient standard, and those teachers who have given satisfaction as teachers to their head-masters, or who have become experienced teachers by long and successful service in schools, will have to be admitted as qualified; but after the initial registers have been finished, and afterwards during their revision, once in every three years, the admissions to such registers should be made more strictly, and the admission of teachers to such registers should only be allowed either on the production of a University diploma, or a certificate of having passed a practical examination in the art of teaching in a training college or school, or of having satisfied a competent Inspector or Deputy Inspector of Schools that the applicant for admission to the register is properly qualified as a teacher. At the same time it will be possible to differentiate the teachers into various grades, according to the schools they should be allowed to teach in.

D. P. I.
Cir. No. 130, 7
20 Octr. 1902.

* It is not intended that each school will keep a separate Register. A General Register will be kept by the Deputy Inspector on the information supplied by schools. [D. P. I.'s letter No. 1047, dated 13th February 1903, to Inspector of Schools, Dacca Division.]

6.—FEMALE TEACHERS.

Training classes for native female teachers have been opened in connexion with certain schools. For particulars, see chapter on Female Education.

7.—TEACHERS UNDER TRAINING.

TERMS UNDER WHICH NATIVE TEACHERS SHOULD BE ALLOWED
TO ATTEND TRAINING INSTITUTIONS.

No. 794T.G., dated the 1st June 1904, from the Govt. of Bengal, General Dept., to the Govt. of India, Home Dept.

I AM directed to acknowledge the receipt of your endorsement No. 84, dated the 4th February 1904, in which the Government of India request that they may be furnished with any further remarks which this Government may desire to make regarding the terms upon which native teachers should be allowed to attend training institutions.

2. It is observed that the Government of India have no objection to three of the proposals made in my letter No. 641T.—G, dated the 30th May, 1903, viz: (1) that teachers, while under training, should be allowed to receive travelling allowance in respect of their journeys to and from the training institutions, and (3) that they should not be subject to forfeiture of privilege leave earned before the commencement of their deputation. With reference to the suggestion that the period spent by teachers under training should be allowed to count as service qualifying for privilege leave and increments of salary, the Government of India are of opinion that the former concession should not be allowed, but there is not the same objection to the grant of the latter.

3. As regards the fifth proposal made in my letter above referred to, that full pay should be given to a teacher while undergoing training, the Government of India points out that, as the arrangement by which a teacher attends a normal school is made in his own interests as well as in those of Government, it is not desirable that he should be allowed exactly the same terms as if he were on service. He has lighter work; he is relieved of responsibility; and, while under training, he is adding to the potential value of his attainments. To grant full pay in such cases would be equivalent to the creation in perpetuity of a number of special appointments tenable in training schools; while it would be open to the further objection that it might induce candidates for employment, who now accept stipends for training as students, to take up appointments as untrained teachers with the object of subsequently vacating their appointments and going to be trained on full pay. For these reasons, the Government of India are reluctant to sanction, generally, proposals which would have the effect of giving teachers under training the full pay of their appointments. They are disposed to prefer an arrangement by which a teacher would be given a fixed subsistence

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allowance sufficient to enable him to support himself and his family during the period of tuition. This subsistence allowance might, they suggest, take the form of a stipend or of an addition to his half-pay subject to the condition that it should be so limited that the emoluments of a teacher under training should in no case exceed three-fourths of his pay. A similar restriction is proposed in respect of the officiating allowance of pay granted to the *locum-tenens* of a teacher.

4. The Director of Public Instruction, who was consulted in regard to the matters discussed in your letter under reply, admits the force of the arguments which have induced the Government of India to negative the proposal for the grant of full pay to teachers while under tuition. He now suggests that a teacher under training should be granted during the period of his tuition, in addition to half-pay, an allowance equal to one-fourth of his salary. This is the maximum suggested by the Government of India; but Mr. Pedler is of opinion that the proposed concession is justifiable. He explains that the number of trained teachers now available is very limited, and lays stress upon the importance of encouraging untrained teachers to qualify themselves. He accepts the suggestion made by the Government of India, that the pay of the *locum tenens* of a teacher should not exceed three-fourths of the pay of the post. The Lieutenant-Governor thinks that both in the case of the teacher under training and in that of his *locum-tenens*, the normal pay should be half pay of the appointment held by the teacher, but that the Director of Public Instruction should have power, in any case where this rule would operate harshly, to grant a further allowance not exceeding one-fourth of the pay of the appointment.

5. The Director urges that the Government of India should be moved to reconsider the question whether the period spent by teachers under training should be allowed to count as service qualifying for further leave. He urges that, inasmuch as the Government of India are prepared to allow the concession that teachers should be held to be on deputation during the period of their training, and not as absent on special leave, as at present, the further concession as to the earning of further leave during that period might well be granted. The Lieutenant-Governor, however, is inclined to accept the view held by the Government of India. The teacher under tuition is not rendering direct service to the State, and he receives sufficiently considerate treatment without being allowed to count the period under tuition as qualifying for leave. He should not forfeit any leave he may have earned by former service; but he can hardly expect to be allowed to earn further leave while under tuition.

6. The Lieutenant-Governor also, accepts the suggestion made in paragraph 5 of your letter, viz., that, in the case of teachers who are employed wholly under District and Local Boards and Municipalities, or whose services are lent by Government to such bodies, the local bodies concerned should be called upon to meet their share of the extra expense which will be incurred in training them for their duties. Instructions to this effect will be issued as soon as the final orders of the Government of India on the questions discussed in this

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correspondence are received. I am to add that the training of teachers will then be systematically taken up. Teachers will be selected for the training institutions: as many as can be received. Their attendance will be made compulsory, *i.e.*, they will have the alternative of losing their appointments, after reasonable notice, if they do not attend. Gradually in this way all the teachers whom it is considered desirable to train will be trained. The sooner this scheme can be launched, the better.

No. 894, dated the 31st October 1904, from the Govt. of India, Home Dept., to the Govt. of Bengal.

I AM directed to acknowledge the receipt of your letter No. 794T.G., dated the 1st June 1904, regarding the terms upon which native teachers should be allowed to attend training institutions.

2. The Government of India accept the proposals made in paragraph 4 of your letter regarding the emoluments of teachers under training and of their *locum-tenens*.

3. As regards other concessions, the Local Governments and Administrations have in general accepted the proposals made in paragraph 4 of the letter from this Department to the Government of the Punjab and Burma, of the 4th February 1904, a copy of which was forwarded to you with endorsement No. 84 of the same date. The Governor-General in Council has accordingly decided that the concessions enumerated below may be granted to teachers under training.

- (a) The teachers will be treated while under training as detached from their regular appointments but still in the service.
- (b) The period spent under training will qualify for earning increments of salary but not for earning further leave. It will not cancel the leave already earned.
- (c) Travelling allowance will be granted under the rules in respect of journeys to and from the training institutions.

The necessary amendments will be made in the Civil Service Regulations to give effect to the above decisions.

Memo. No. 2345T.G., dated the 8th November 1904, by the Govt. of Bengal, Genl. Dept.

COPY (of Government of India's letter No. 894, dated the 31st October 1904), with a copy of the letter to which it is a reply forwarded to the Director of Public Instruction, Bengal, for information and guidance, with reference to the correspondence ending with his letter No. 3549, dated the 16th March 1904.

D. P. I.
Cir. No. 203,
80 Novr. 1904.

CHAPTER VI.
EUROPEAN SCHOOLS.

Vide—"Code of Regulations for European Schools."

CHAPTER VII.

REFORMATORY SCHOOLS.

Vide—"Code of Regulations for Reformatory Schools at Alipore and Hazaribagh."

CHAPTER VIII.

FEMALE EDUCATION.

1.—ZANANA EDUCATION.

Resolution No. 722T.—G., dated the 4th June 1903, by the Govt. of Bengal, General Dept.

In paragraph 5 of the Resolution of this Government, No. 3875, dated the 17th December, 1902, it was remarked that one of the chief causes of the slow progress of female education in this country was the want of a system for educating women of respectable family and position, who, by the custom of the country, do not appear in public. Having regard to this observation, the Director of Public Instruction drew up a scheme for *zanana* education and referred it for opinion to a conference of experienced educational officers. The officers in question, having duly considered the subject, submitted to the Director their proposals in the form of the following seven resolutions:—

(1) That this Conference is of opinion that the term "*Zanana Education*" means the education of females, who do not come out of their homes, *i.e.*, *parda-nashin* ladies and girls.

(2) That *zanana* education should be based on a system which is acceptable to native society, and be imparted through popular books of wholesome tendency embodying Hindu and Muhammadan traditions.

(3) That in a populous village a small committee, consisting of three to five members, should be formed, who by their position and character would command the respect of their community. If the village is mostly composed of Hindus, then all the members of the committee should be Hindus of the orthodox class, one of them being a Government servant or a Government pensioner, if available, and one of the priestly caste; if on the other hand, the residents of the village are chiefly Muhammadans, all the members must be Muhammadans of the orthodox class, one of them being a Government servant or a Government pensioner, if available, and one a Maulvi. This Committee should have the power (1) to select a competent female teacher, (2) to choose a convenient centre for the purpose of assembling the female pupils of the village at the house of some respectable gentleman, (3) to advise the teacher, whenever necessary, as to her work, (4) to fix the amount of her remuneration within the limits sanctioned by the Education Department, and (5) to make arrangements for other particulars. The committee should, likewise, be responsible to the Department for the proper use of any Government money placed at their disposal.

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(4) That a female teacher should be selected from among one of the local respectable families, who by her age, character, and respectability could command the confidence of the people. She should be given a female servant, if necessary. Other small incidental charges (such as the purchase of books, slates, paper, etc.) might be defrayed by the female teacher with the approval of the committee. Besides this, there should be provision for offering money and other prizes for regular attendance of the pupils and for proficiency in reading and in writing. The Conference beg to suggest that the experiment might be tried in, at least, a dozen places for the present, and that the sum of Rs. 30 a month, according to the details noted in the margin, with an initial expenditure of Rs. 40 for each centre be sanctioned.

Teacher	...	...	Rs. 20
Servant	...	...	4
Prizes, contingent charges, etc.	...	...	6
Total	...	...	30

(5) When sufficient progress in reading and writing has been made, useful subjects, such as domestic economy, simple rules of arithmetic, sanitation, child-nursing etc., should be gradually introduced.

(6) That these centres of *zanana* education should not be visited by any male inspecting officer, nor should such officer hold direct communication with the female teacher. A male inspecting officer (not below the rank of a Deputy Inspector of Schools) should, however, visit the members of the committee, suggest means for improvement, and collect information regarding the centres.

(7) That, to ensure the success of the scheme, it is desirable to appoint special officers to select suitable localities and to arrange preliminary details with the leading residents thereof.

2. In commending these proposals to the favourable notice of Government, the Director observed that the Conference recommended that the scheme should be tried in twelve selected localities in Bengal. Mr. Pedler, however, considered that it would be better to confine the experiment at first to nine centres only, viz.:—to a selected place in each of the nine Divisions, under an Inspector of Schools. He also recommended that, in each Division, a commencement should be made in a district, in which there may be an exceptionally capable Deputy Inspector, who would be able to render assistance in forwarding the scheme. The Director approved the proposal of the Conference to the effect that a monthly allotment of Rs. 30, and an initial expenditure of Rs. 40, should be allowed for each experimental centre, the cost for the current year being met from the grant of ten lakhs placed by the Government of India at the disposal of this Government for disbursement on educational purposes.

3. The Lieutenant-Governor is only too glad to give his support to any well-considered scheme, which attempts to foster and encourage the education of Indian women in the *zanana*, a matter in respect of which India is lamentably backward. But it is to be remembered that the movement is new, and that it will have many opponents among those who hold conservative views, and who regard with suspicion whatever is novel and unfamiliar; consequently the greatest tact and caution will be needed in starting and conducting the experiment: moreover, the field is wide, and the labourers are few, so that it is essential that anything like waste of power should be avoided, as well as any clashing of interests. Impressed with these views, His Honour is of opinion that, in addition to the caution which has been inculcated above, great care must be taken, lest the new scheme come into competition with, or opposition to, the already established system of *zanana*

instruction imparted by mission ladies. The Director is, accordingly, desired to enjoin generally on all those connected with the experiment the exercise of special judgment and discretion, and, in particular, he is requested to issue explicit orders to the effect that the scheme now sanctioned is not, in any way, to interfere with the system followed by these ladies, lest both should be wrecked, and that it should not be introduced in any locality where such instruction has already been established. Subject to these remarks, the scheme has the Lieutenant-Governor's cordial support, and the Director is authorised to introduce it as soon as possible.

2.—GIRLS' SCHOOLS.

(a) SYLLABUS OF STUDIES FOR GIRLS' SCHOOLS.

[*Resolution No. 1028 T.G., dated the 10th June 1907, by the Govt. of Bengal, General Dept.*

[See page 222.]

INTRODUCTION.

THE purpose of a school is to form and strengthen the character and to develop the intelligence of the children entrusted to it, and to make the best use of the school years available in assisting them to fit themselves for the work of life.

The formation of character must always be one of the main aims of education, and every part of school-life has some influence in this regard, whether for good or evil. It must, for example, be our constant endeavour to adapt the teaching of a school to the attainments of its pupils, and this not merely to secure due intellectual progress, but because children will acquire the bad habit of idleness, both when the work demanded of them is too easy, and also when it is too hard. Moreover, the good moral training which a school should give cannot be left to chance; on this side no less than on the intellectual side the purpose of the teacher must be clearly conceived and intelligently carried out.

Something may be done through the expression and reading lessons. In these the children may be taken through the biographies of typical heroes or heroines, and these biographies should be treated in the main with a view to illustrating the actions of real persons and the principles of conduct and qualities of character which promote the welfare of the individual and society.

The lives of great men and women, carefully selected from all stations in life, will furnish the most impressive examples of obedience, loyalty, courage, strenuous effort, serviceableness—indeed of all the qualities which make for good citizenship. The teacher should place in relief those actions of her heroes or heroines which exhibit their higher qualities, but should take care not to raise them too far above the level of common humanity by the omission of their faults or shortcomings. She

should make the picture a life-like and instructive exhibition of character, and of the effect on the individual and on those around him, for good or evil, of the acts recorded.

A similar appeal can be made to the imagination of children by the use of music in well-chosen songs, or of appropriate passages from the best literature of their mother-tongue.

Above all, school-life must prevent children from forming bad habits, and this it can only do by training them in good habits and, if possible, in good conduct, by which is meant something wider than the mere cheerful observance of school regulations. In the matter of this moral training the most important factor will be the habitual conduct of the teacher in the school. If she is thorough, patient, kind but firm, and scrupulously fair, these traits will evoke similar traits in her pupils, and will give point and force to any moral instruction she may attempt. A teacher who is obviously slipshod and lazy discoursing to children about the value of industry and thoroughness is an absurdity which cannot but prove morally disintegrating to a child. Stories in readers designed to inculcate morals tend, if silly, as they frequently are, to make moral instruction ridiculous. Even if they are good, they are of little value unless they are backed by personal example.

The every-day incidents of school-life will enable the teacher to impress upon the children the importance of punctuality, of good manners, of cleanliness and neatness, of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act. Children will notice such details in the conduct of a teacher as punctuality, order, neatness, and gentleness, and they will imitate what they see and hear. They are quick to observe; and if the teacher's conduct is in these respects defective, her example must almost certainly have a disastrous effect on the habits of the pupils. Thus the punctual and methodical performances of duties, even in matters of trivial routine, will impress upon the children better than any lesson the importance of orderliness, and the good habits of the teacher will be even more powerful than her express requirements in shaping her pupils for the proper conduct of life.

SYLLABUS OF STUDIES FOR THE INFANT SECTION AND STANDARDS I AND II OF GIRLS' SCHOOLS.

INFANT CLASS.

First year.

Ages 5—7.

THE principal aim of any school in relation to infants should be to provide opportunities for the free development of their bodies and minds, and for the formation of habits of obedience and attention. The infants of the first-year class should be confined to the simplest lessons designed to develop in them the power to express their thoughts and feelings and to observe, with some degree of accuracy. They should

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also be initiated into a rudimentary conception of colour, form and number, and should be taught to exercise their limbs and to sing simple songs.

Observation and expression.—The lessons designed to develop the power of expression will generally, owing to a lack of staff, have to be combined with those designed to develop the power of accurate observation. These lessons should usually take the form of talks between the teacher and the children about familiar things. The subjects will vary with the surroundings and conditions of the school; the essential point is that the themes selected should be well within the range of the children's comprehension and interest. Occasionally the children themselves should be asked to suggest a topic. When the chief aim of the lesson is the development of the power of expression, the subject may be a story of folklore, mythology or adventure, or even the outline biography of a striking character: when the chief aim is the development of observation the subject of the lesson should always be some concrete object. This object should always be placed before the children, and they should be given every opportunity of examining it. In these lessons the teacher should address herself to the children individually rather than to the class collectively, and her object should always be to make the children do most of the talking. Indeed, throughout these lessons it is essential that the children should be trained and encouraged to talk individually. Collective answering or collective repetition of the words of the teacher by the class should never be allowed. These practices not only render these exercises valueless, but they are an actual hindrance to the development of genuine thought and free expression. Some children are shy, and therefore their natural curiosity, which should result in eager questioning, is repressed. These lessons, if properly conducted, will do much to remove this shyness, and to make the children accustomed to speak out in class. It is undesirable to fetter or repress a child's liberty of speech more than is actually necessary. Unnecessary repression makes a child less communicative and less able to express his own thoughts, consequently less capable of clear thinking.

When an observation lesson is given on a natural object, the object should always be treated as a living whole and in relation to its life. Even in the earliest lessons, the fact that each part of an animal or plant is what it is as contributing a necessary element to the life of the animal or plant should always be kept in view. Thus from the first the teacher should by questioning lead her pupils to analyse the several impressions which go to make up their total impression of the object, and then bring out the relation of each to the whole. After this process of analysis, the separate aspects should be reconstructed to restore the unity of the impression of the object as a whole. Great stress should not be laid on the utility to man of the natural object which is being studied.

First year.—The observation lessons of the first year of the infant class should deal with such flowers, fruits, plants, beasts, birds, insects and fish of the district as are likely to have impressed themselves most vividly on the imagination of the children. These objects will vary in the different districts, and as regards plant-life, it is essential that each object should be taken in its season: a lesson on the cotton tree flower should, for example, be given while

the cotton trees are in bloom. The same principle will apply to fish, and in a minor degree to other animals. The following are given merely as illustrating the kind of objects which may be selected for these lessons :—

Flowers.—Cotton tree flower, jessamine, gold mohur, champak, convolvulus, bel flower, or any other type commonly found in the locality.

Fruits.—Papaya, pomelo, litchi, mango, plums, custard apple, plantain, pineapple, jack-fruit, or any other type commonly found in the locality.

Plants.—Rice, Indian corn, cotton, mustard, pulses, jute, or any other type commonly found in the locality.

Animals.—Domestic animals : cow, goat, cat, dog, etc. Wild animals : tiger, monkey, elephant, or any other type commonly found in the locality.

Birds.—Crow, blue jay, maina, golden oriel, kingfisher, parrot, babui bird, lak, snipe, duck, pigeon, bulbul, kite, or any other type commonly found in the locality.

Insects.—Mosquito, dragonfly, butterfly, bee, ant, beetle, or any other type commonly found in the locality.

Fish.—Hilsa, vetki, topshi, pabda, rohu, mirgel, katla, or any other type commonly found in the locality.

(a) *Colour.*—Children should be initiated into the appreciation of colour by being given objects, pieces of wool, flowers, coloured slips of wood or paper which represent the colours red, yellow, green and blue. The children should be made to group these objects under the various colours.

(b) *Form.*—The children should be taught to draw on a large scale such natural objects as are simple in shape. This work should be done with chalk on blackboards.

(c) *Number.*—Children should be initiated into the idea of number by means of objects, which must be given to the children for them to handle. What the objects are is immaterial, so long as they are small and easily handled, but it is easier to secure child's active co-operation, if the same kind of object is not always given. The children should first of all be given a small number of objects, not more than 20, and having learnt numeration so far, they should be made to understand the numbers 1—10, by making sets of each, dividing them into their component parts, etc. Thorough familiarity with these numbers should be aimed at, rather than rapidity of progress. When these numbers have been grasped, the number of objects given to the children may be increased and the process of grouping and analysis continued. In this way the principles underlying the four simple rules of arithmetic should gradually be elucidated. The infants of the first-year class should be taught the principle of addition by being made to put together sets or groups of numbers which they have made. Thus, from the first children can be taught to add rather than to count by units. The infants of this class should also be taught to construct multiplication tables up to 5×10 . No table should be taught until it is constructed. Children should be gradually taught to write numbers from 1 to 50 in figures.

Reading and hand-writing.—The children in this class should be taught to recognise the simplest sounds of their vernacular language. This should be done by putting before them, not isolated letters, but letters combined into short words. Words of two consonants should first of all be used. The order in which these sounds are taken is

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important, and experience has shown that it is best to begin by calling attention to the sounds that are produced by the visible organs of speech, *i.e.*, the lips, and to proceed later to those produced by organs only partially visible or wholly invisible. Labial consonant sounds should therefore be taken first, then dental, then cerebral, then palatal and finally guttural. It should be noticed moreover that such a sound as that of ण (ṇ) can be best observed at the end of a word, where it can be easily isolated and repeated after the word has been pronounced. The teacher should from the first put small words before the children; but until the simple sounds have been mastered, she should use each word to illustrate especially one consonant sound. At a very early stage, for example, she would take the word अण (aṇ), but she would partially disregard the अ (a) sound and make the children dwell on the ण (ṇ) sound in the manner described above. When a short word has been treated in the manner described, the children should be taught to copy it on a large scale, either in chalk on blackboards, or in trays of sand on which they can make impressions with their finger tips. Towards the end of the year, palm-leaves may be used for this purpose. After the letters have been learned in the manner prescribed, the alphabet should be taught. An alphabet book may be used, but it is not to be considered in any way compulsory.

Nursery rhymes, action songs, free physical exercises.—The children should be taught to sing nursery rhymes and simple household songs. They should also, if possible, be taught action songs, dealing with the every-day activities of village life. These action songs should be connected with games, for in this way the limbs and lungs of the children can be freely exercised at the same time. Children should also be encouraged to play such games as *hide-and-seek*, etc. In the absence of action song games, these should form the principal medium of physical exercise. The youngest infants should not be made to do set drill.

Needle-work.—None.

INFANT CLASS.

Second year.

Ages 6—8.

Observation and expression.—The lessons designed to develop the power of expression should now aim definitely at training the children to reproduce their thoughts in logical sequence. The topics of the lessons may therefore be gradually expanded into greater detail, and the conversational form of the lessons gradually give way to a system of more continuous narration on the part of the teacher. Thus towards the middle of the year the class should be able to follow a simple story as it is narrated to them by the teacher. After the story has been told, individual children should be asked to reproduce the gist of it in their own words. In the transition from conversation to continuous narrations, great care should be taken to ensure that the children

are actively following the story. If the teacher finds that individual children are not able to reproduce the gist of the story in their own words, she may assume that they have not been actively following her and have recourse again to the more conversational method. Similarly the scope of the lessons designed to develop the power of accurate observation may be extended, and should aim at giving the children definite information about some of the most familiar natural objects with which they are daily surrounded. It must be remembered, however, that these lessons will fail of their main object, if the information is simply told to the children without their being made to discover it for themselves. The course of lessons must be systematic, one lesson leading up to the next, and the later lessons constantly requiring some of the earlier lessons for their explanation. The object of each lesson should be the discovery of some new fact, but it is quite useless to give children various items of information about a number of disconnected natural objects. The study of plant-life is recommended as capable of being systematically handled easily and economically, and as it is especially adapted to rural schools, it must on no account be neglected in them. The teacher should make an especial study of at least one branch of nature study. Technical terms shall be, as far as possible, avoided. These lessons should not always be given in the school building. The children should be taken out by the teacher and encouraged to collect specimens, etc.

Second year.—In the second year of the infant class the lessons on natural objects should be continued, but some very elementary lessons on the most prominent natural phenomena should be included. The children should, for example, be made to observe the varying position of the sun at the various seasons of the year, and how these different positions are accompanied by varying temperatures. It will not be possible in this class to explain many of the phenomena observed; but, if the children are made to see for themselves, their observations can be made the basis of further instruction. The children can, for example, be made to see the gathering of the clouds in the rains; thus, though it may not be possible for them at this stage to understand the monsoon, they will in this way acquire material from which observations leading to a proper understanding of the monsoon can start. These lessons should centre round the season of the year, and should be, as far as possible, brought into line with the lessons on plant-life. Thus a simple lesson on the rains might well lead to a lesson on the crops which ripen at that season, such as early rice or jute.

Object lessons on common domestic objects may also be given both to the first and to the second-year infant classes.

(a) *Colour.*—The children should be taught by the method indicated for the children of the first year to recognise orange, indigo and violet, and to distinguish the various colours one from the other.

(b) *Form.*—The drawing of natural objects on blackboards should be continued. The children should also be taught to model in clay the natural objects put before them for the observation lessons.

(c) *Number.*—The children should be taught by means of concrete objects the principles underlying subtraction and division; they should also be made to construct the multiplication tables up to 10×10 . They should then be made to work out by means of the objects given to them simple calculations and problems, involving the application of the four simple rules. When the children have learnt to write figures,

they should be shown occasionally how to express on paper sums which they have already worked mentally or with the aid of objects. There should be no attempt during this year to make children work calculations on paper. The calculations and problems should therefore be confined to small numbers which do not require the use of pencil and paper.

Reading and hand-writing.—When the children have mastered the simple sounds and learnt the combination of simple sounds into words, they should be taught to recognise the more complex sounds, such as those represented by compound consonants, and the combination of consonants and vowels other than अ (अ). These sounds should be taught by means of short words, and not by letters taken by themselves. These words may be either written by the teacher on the blackboard, or reading charts prepared on these principles may be used. The words put before the children should be copied by them on a large scale in one of the ways indicated in the syllabus of the infant first-year class. A simple literary Reader should be introduced into this class.

Nursery rhymes, action songs and games, physical exercise.—The infants of the second-year class should join with the infants of the first-year in their nursery rhymes, action songs and games. Any child who is in the infant class, but is in the opinion of the teacher too old to profit by these childish amusements, should not be compelled to take part in them.

Needle-work.—Needle-drill and hemming.

STANDARD I.

Age about 8 years.

Reading.—The main purpose of teaching to read is to enable the pupils to master printed or written matter for their own information. Silent reading should, therefore, be practised from the first, and the teacher will soon get the children into the way of this, if, to begin with, she gives them short pieces to read and after a short time goes round to the children individually and asks for an account in their own words of what has been read. Such pieces should be full of incident and interest. As regards reading aloud, clearness of utterance and fluency should always be kept in view, but it is also essential that the children should be taught to read intelligently. The teacher should make the gist of the piece clear before it is read, so that the general meaning may be mastered before it is read out in class. Without this the reading must be mechanical, because it is unintelligent. It is advisable that the teacher should occasionally read out a passage to the class by way of illustration; but in this case also the class should go through the piece beforehand. The reading material put into the hands of the children is of the greatest importance. The Primer should contain nothing which is not written in good language, and in words which will not be easily intelligible to all. The arrangement of each piece must

be logical, and the language must be good in so far as each sentence must express clearly and straight forwardly the meaning which it is intended to convey. The Primer should contain stories which fall within the range of the children's comprehension and interest; descriptions of the various scenes and episodes of rural life should also be included. Provision should also be made in the Primer for acquainting the children with some of the more impressive stories of English and Indian History. The whole should be written in an easy narrative style. A passage having been prepared beforehand and the difficulties elucidated, the actual reading lesson should be as little as possible interrupted by the teacher, and all long disquisitions on points suggested by the subject-matter should be avoided. At the end of every reading lesson the children should be questioned on the subject-matter individually, and should be trained to give individually and in their own words an account of what has been read.

Arithmetic.—Notation up to 1,000. Tables up to 12×12 and the 16 times table to be constructed and learnt. Calculations and problems involving the application of the four simple rules, the principles of which will have been learnt in the infant classes. These calculations and problems should be worked both mentally and with the aid of concrete objects. In the latter part of the year work should be done regularly on paper, but the problems and calculations set should not take the children into numbers above 1,000.

Hand-writing and spelling.—The teacher should write two or three words on the blackboard, and the children should copy these on paper. The words copied should always be those which the children have recently seen at their reading lessons. Spelling being almost entirely a matter of the eye, the children should never be made to learn by rote long columns of words, and no spelling should be taught apart from the words contained in the writing and reading lessons. When the first difficulties of hand-writing have been mastered, children should be made to transcribe sentences from the passages in the Primer which they have recently gone through in class.

Drawing and modelling.—The drawing of natural objects with chalk on blackboards should be continued, as also the clay modelling. This work should be kept in close connection with the nature observation work, the objects selected for drawing or modelling being invariably those with which the children are dealing in their observation lessons. Habits of observation are better cultivated by the thorough examination of a few objects, rather than by a less careful examination of many; therefore it is desirable that the children should be made to model the objects which they have been given to draw and *vice versa*.

Composition.—The composition in this class should be entirely oral, and should consist to a considerable extent of the reproduction by individual children in their own words of the subject-matter of the reading lessons. Another method which may with advantage be employed is to give the class a short piece of narrative to read through to themselves, and then to require individual children to give the gist of what has been read. It should be remembered, however, that the teaching of

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composition does not mean more than the training of the children to express what is in their minds. What is taught is not really assimilated, until it can be reproduced. Therefore the teaching of composition should form a part of every lesson given in the school. It is advisable to set apart a certain amount of time for these lessons, but the principles which ought to underlie them and the object at which they ought to aim should never be lost sight of in any lesson.

Nature observation lessons :—

(a) A definite and systematic course of these lessons should be continued on the lines and principles laid down for the second-year infant class. The drawing and modelling work should be supplementary to and illustrative of these lessons.

(b) A class calendar should be kept in which the children's observations of all natural phenomena and plant and animal-life should be regularly recorded.

1. *Natural Phenomena.*—Continuation of the work begun in the second year of the Infant class. The observation of sunrise, dawn, sunset, day and night, shadow, the varying length of day and night.

2. *Plant-life.*—Germination, the growing of beans, peas, mustard on damp flannel; the growth to be observed and sketched at every stage; the observation of the different parts of a plant, root, stem, leaf, blossom, fruit. In these relations such common plants as the marigold or mustard, or climbing plants, such as peas or convolvulus, should be shown to the class.

In rural schools lessons on the following should be included :—Cereals, pulses, oilseeds, vegetables, sugar, straw, jute, hemp, bamboos, timber and spices.

3. *Animal-life.*—Continuation of the lessons on the same lines as those prescribed for the second year of the Infant class, the treatment of the subject being slightly more advanced; the distinction between herbivorous and carnivorous animals.

Plants and animals should be observed and talked about in relation to their natural surroundings.

* *Elementary drill.*—Simple exercises. Special attention should be paid to exercises designed to counteract the effect of bad habits which may be contracted at school, such as sitting with the shoulders rounded and the chest contracted, etc. The subject is not compulsory, but should be taken whenever possible. The Ling system of drill is one that is recommended.

Hand and eye training, including drawing.—(1) Drawing in pencil natural objects, the drawing of which in chalk has been practised in connection with the nature observation lessons. (2) Modelling in clay natural forms, such as fruits and leaves.

In addition to the above *mat-work*, *basket-weaving* or *paper-folding* may be introduced, if considered desirable.

Hygiene and Domestic Economy.—Bathing, clothing, necessity for cleanliness. Simple laws of health, such as those relating to rest exercise, sleep, etc.

Needle-work.—Top-sewing and back-stitching.

STANDARD II.

Age about 9 years.

Reading.—The reading lessons should be continued on the lines laid down for standard I. The stories contained in the Primer for this class should be written in the same easy narrative style, as that prescribed for standard I and equally in this as in the lower class should the language used be such as is generally intelligible to all. The stories should be slightly more detailed and complex than those written for Standard I. In the case of rural schools the Primer should also contain short and simple descriptions of the chief crops, fruits, &c., of the district, the conditions under which they thrive, their value, use, &c. The lessons should be closely connected with the nature observation lessons, the observation lesson on a mango, for example, being followed by a reading lesson on the same subject. Stories of the more important events of Indian and English history should be included in the Primer.

Arithmetic.—Notation above 1,000. • The children should continue to work mentally with the aid of concrete objects, and on paper problems and calculations involving the application of the four simple rules. They should also be taught the value of the various coins of the currency, and the weights and measures which are in use in villages. These should not be taught merely by rote. The children should be supplied with token coins, and they should be taught to work out reductions, &c., with these coins, before abstract reductions are attempted. When the children are able to make reductions in the concrete, sums which they have worked in this way may be expressed on the blackboard or on paper, and an easy transition thus made to abstract work. Similarly, with weights, an ordinary pair of scales (*tol dari*) should, where possible, be provided, and the children, not only shown their use, but made to work out for themselves at the scales reductions from soers to chitaks, &c. The school building should be measured by the children under the guidance of the teacher, and the measurements recorded. Having thus mastered the meaning of weights and measures, they can, if their capacity and time permit, be made to work out abstract calculations.

As regards "*Subhankari*," while it is recognised that various tables must be learnt by heart, their practical application should be insisted upon and the arithmetical principles underlying them should be explained.

The course to be followed will include the following :—Notation and numeration of *kará*, *gandá*, *buri*, *pan*, *chouk*, *káthá*, and *seer* up to 100. Tables of money, weight and measures in common use, and simple problems thereon. *Sayidá*, *deriyá*, *aráyidá*.

Hand-writing and spelling.—The children should be taught to write by being made to copy words and sentences written by the teacher on the blackboard. They should also be made to transcribe passages which they have recently read in the Primer. Passages from the Primer should also be written out by the children at the dictation of the teacher,

this exercise being varied by the occasional repetition to the children or the reproduction in the teacher's words of a story either told or read to them for the purpose of a composition exercise. When the children have acquired some facility in writing, the teacher should show to the class various specimens of hand-writing and draw attention to their peculiarities. In connection with the hand-writing work, the rudiments of postal information should be imparted (*vide* Circular No. 85 of the Director of Public Instruction, Bengal, dated the 16th June 1905).

Drawing and modelling.—The drawing on blackboards and clay modelling should be continued on the lines laid down for Standard I, it being always kept in mind that this work is to be treated as supplementary to, and illustrative of, the nature observation work.

Nature observation work.—(a) A systematic course of lessons on the lines prescribed for the lower classes should be continued, care being taken that these lessons supplemented and illustrated by the drawing and modelling work should lead up to the descriptive reading lessons about crops, etc., mentioned in the reading syllabus for this standard. Thus—to take an example of a natural object, which enters very largely into the children's lives, a mango,—by an observation lesson on a mango the several impressions which go to make up a child's total impression of the object should be analysed, and the relation of each to the whole brought out. By being made to model it in clay, she learns really to know its shape; in her reading lesson she learns something about the conditions under which it grows, its uses and value; and, finally, the mango can be made a subject of composition, either oral or written. If written, the composition should be illustrated and the faculty for memory drawing thus brought into play.

(b) A class calendar should be kept in which the children's observations of all natural phenomena and plant-life should be regularly recorded.

1. *Natural Phenomena.*—The observation of such phenomena as air, wind, evaporation, rain, the rainbow, dew, the action of water on land, etc.

2. *Plant-life.*—Continuation of the work described for standard I. Observation of roots, stems and leaves, with a view to their simple classification.

3. *Animal-life.*—Continuation of the work described for Standard I, leading to a consideration of the principal types of animal-life. Vertebrate animals should be taken before invertebrate, and the following order of treatment is suggested :—

Vertebrates — Mammals, amphibians and fish, birds and reptiles.

Invertebrates. — Snail, bee, spider, lobster, earthworm, etc.

Plants and animals should be observed and talked about in relation to their natural surroundings.

Composition.—The teaching of composition should be continued on the same lines and principles as are laid down for Standard I. The children should also occasionally be made to reproduce in writing what they have read or heard. As regards this, however, it must be remembered that the difficulties inseparable from writing hamper a child's freedom of expression, and that, while it is important that these difficulties should be removed, it is essential that they should not

be allowed to check a child's natural expansiveness which should by this time have been developed into a certain power of expression. The easiest method of transition from oral to written composition is for the teacher to write on the blackboard at the children's dictation. This will enable her to explain the division of a passage into sentences. When the passage is written on the blackboard, the children should be made to transcribe it. Written composition, however, should be only an occasional exercise; oral composition must never be discontinued. Again, while neatness should be insisted on, children should not be allowed to stop and rule lines, etc. Such practices are not only a waste of time, but they divert a child's attention and so hamper her power of expression. At these lessons excessive attention should not be paid to the formation of letters, etc.; for this also tends to diversion. The main object of these lessons is not the formation of hand-writing, but the development of the power of expression.

Poetry.—The Primer should contain pieces of simple but good poetry, and these should be learnt by heart by the children. Extreme care should be taken that no piece is included in the Primer which has not at least a strong claim to be considered poetry. It has been said "that learning by heart is valueless, unless in the process the memory is enriched with a store of beautiful thoughts, expressed in beautiful language, which will serve as a touchstone to the scholar's own methods of expression and be a constant source of pleasure to him." When a piece of poetry has been selected for the class to learn by heart, it should always first of all be read aloud by the children individually. It should moreover always be learnt individually, and never dictated to the class and then repeated in unison. Such a device is the merest mechanical drill, and destroys any value recitation may have. It is not in the least necessary that all the children in the class should learn the same passages or the same amount of poetry. Capacities vary, and few, if any, poems make the same appeal to all children. It is desirable therefore that, as far as circumstances permit, the poetry taught to each child should be adapted to her capacities and tastes.

Geography.—The aim of teaching geography in these schools is to enable the children to observe for themselves the chief physical features of their actual surroundings. It will probably not be possible to take the children very far in this direction; something, however, will have been gained if the children can be trained to an accurate apprehension of the spatial relation of the various divisions of their neighbourhood. It should be remembered that geography ought not to be regarded as an isolated part of the curriculum. It is impossible, for example, to give rational teaching about natural products without treating of the kind of places in which, for example, a particular plant, etc., grows. The children will, for instance, be told that rice will not grow in a place where there is not plenty of water attainable. From this fact the teacher would naturally pass to the reason why water lies in certain parts of the village and not in others. If she is giving an observation lesson, it is not advisable for her to embark widely on side issues. The correct method is that one part

of the curriculum should supplement the other. The aim of the school being to train children to observe intelligently what they see daily around them, the teacher cannot neglect altogether the most important physical features of the locality. A rational study of these, combined with instruction designed to make the children appreciate to some extent dimension and spatial relation can be made up into a system of geographical teaching, which, though limited, is both educationally sound and capable of almost infinite development. As a method of teaching dimension and spatial relation, it is suggested that the children should first of all be taught to notice the variation in the shadow of the sun cast by the school building at different times of the day. In this way they will learn by actual observation the cardinal points, and will thus get a fixed standard by which to arrange objects in the school, the playground and the immediate neighbourhood. They should then proceed to actual measurements—here the teaching can be brought into line with the arithmetic work,—and these measurements should first of all be done in a small area, and by a rough-and-ready method, such as stepping. Measurements by time should also, if possible, be practised, *i.e.*, a child should be made to walk certain distances which she has already paced, and the teacher should tell her how long she took to cover each. The next step should be to measure larger areas outside the school. When the child has acquired some fairly accurate idea of distance, she must be taught to represent what she has measured. This is a difficult step. The first plan drawn must be the plan of a small space, such as the school-room, and an easy and fairly efficient method of transition is to make the child step the space of which she is going to draw a plan, record her steps and then tell her that the length of her thumb-joint is to represent one step. When she has mastered the idea of drawing by scale, she should, if possible, be shown a map of the neighbourhood or village and gradually trained to draw plans of larger and more complicated areas, the goal being to be able to draw a large scale plan of the neighbourhood. For geography teaching the children should not be confined to the school buildings. It is essential that they should, whenever possible, be taken out to walk distances and to see with their own eyes.

Elementary drill.—More difficult exercises on the lines prescribed for Standard I. The subject is not compulsory, but should be taken whenever possible.

Hand and eye training, including drawing.—Drawing in pencil the natural objects, studied in connection with the nature observation lessons; the drawing of natural objects from memory should occasionally be practised.

In addition to the above, *mat-work, basket-weaving and paper-folding* may be introduced, if considered desirable.

Hygiene and Domestic Economy.—The whole method of keeping clean the hut or house and its surroundings.

Food.—Cleanliness to be observed. Cleaning of utensils. Supply of good water for cooking food. How to ascertain when fish,

vegetables, etc., are fresh. The cooking of rice and the advantage of eating it warm.

Sleep.—Regular hours of sleep. Disadvantage of excessive sleep in the daytime. Use of mosquito curtains. Airing and sunning of bedding and blankets.

Needle-work.—Running, felling and patchwork.

NOTE ON SCHOOL GARDENS.

In connection with the study of plant-life, the importance of which has been insisted upon in the syllabus, the provision of school gardens should be considered as most desirable. Where a garden is impossible, plants should be grown in boxes or pots. The attention of school managers, teachers and others is invited to the following extract from some remarks on school gardens made by Mr. F. G. Sly, Officiating Inspector-General of Agriculture in India :—

“The master must use real objects, in order to cultivate in the child the habits of observing and thinking. In this matter, school gardens are of primary importance. I recognize the difficulties that in some parts stand in the way of providing each rural school with a garden, but these might be overcome more often than they are. Where this is impossible, a very great deal can be accomplished by growing plants in boxes and pots. The right use of a school garden or school pots is not always enforced. I have seen school gardens in which the whole of the work was done by the school watchman, and which served the sole purpose of growing a few English vegetables for presentation to an inspecting officer. The best school gardens visited by me served the useful purposes of beautifying the school surroundings, and of giving some manual training to the children, but even these objects are of secondary importance. The real object of a school garden should be to supply materials for object-lessons in which the pupils can study the growth of plants. It should be a garden where ‘nature is studied in its relations to the child, from the child’s stand-point, by the teacher with the children.’ If there is not room for each child to grow his own patch, each class should jointly cultivate its own plot, not in order to produce the best results, but to observe and study plant growth. Under the guidance of the teacher, the child should observe the parts of a seed, the plant food in it, the process of germination and the conditions necessary for it. In each stage of the growth of the plant he should pull up a specimen and observe the roots their uses and their growth; the stems, their uses and structure; the leaves, their uses and structure; the flowers, their parts and uses, and methods of fertilization; the fruits and seeds; their formation and uses, methods of disposal and the like. He should observe the soil and its composition, the effect of plant food and manures. The gardens should be deliberately used to give object-lessons in failures as well as in successes in connection with soils, drainage, manures, weeds and the like. School gardens need by no means be expensive; a portion of the school compound can often be utilized, and the commonest seeds obtained free in the village are as useful as those purchased from a merchant. In any case, the cost of growing some plants in pots and boxes is infinitesimal. Plants collected from the roadside and cultivator’s field can never take the place of a school garden. The child must do the things himself; he must sow his own seed and observe the growth of his own plants.”

(b) MODEL PRIMARY SCHOOLS FOR GIRLS.

Forty-nine Model Primary Schools for girls (one in each district) were established in 1902 at an annual cost of Rs. 10,780 (each Model School costing Rs. 220 a year as detailed below). Thirty-seven additional schools were also started in some of the more advanced districts in the year 1904.

Female Training Classes.

The establishment for each Model Primary School for Girls is as follows:—

(1) Pay of the teachers (male or female)—(Rs. 6 as salary and Rs. 7 for attendance of girls)	...	...	13 a month.
(2) Female servant	...	...	3 „
Total	...	16	
			or 192 a year.
Prizes, contingencies, &c.	...	28	„ „
GRAND TOTAL	...	220	„ „

Teachers in model primary schools for girls are not entitled to use Government Stationery.

D. P. I.
Cir. No. 231,
6 Jany. 1906.

3.—EDUCATION OF WIDOWS AND SCHOOL MASTERS' WIVES.

No. 3482, dated the 21st December 1903, from the Govt. of Bengal, General Dept., to D. P. I.

I AM directed to acknowledge the receipt of your letter No. 10688, dated the 24th September 1903, submitting a scheme for the training of school masters' wives and of Hindu and Muhammadan widows, so as to enable them to become teachers in girls' schools. This scheme which you state, is partly based on one which exists in Madras, for training destitute Hindu and Muhammadan widows, contemplates the following measures:—

- (i) That training classes for native school masters' wives and Hindu and Muhammadan widows should be opened in connexion with girls' schools under the charge of female teachers.
- (ii) That such classes should be opened in places where the people are willing to co-operate with the Education Department.
- (iii) That such classes should be started in localities where the *purdah* system is not strictly observed, and where the school masters' wives, when duly qualified, might be sent out as mistresses, as far as practicable, to the towns or villages to which their husbands are posted.
- (iv) That such classes should be opened at centres where the Vaisnavas preponderate. This recommendation is made on the grounds that females of this class do not strictly observe the *purdah* system, that they usually devote themselves to a religious life, and that they are generally held in respect by the people.
- (v) That the Inspectress of Schools should pay periodical visits to the training classes, and submit her reports to your office.
- (vi) That no male inspecting officers should visit these classes, but that inspecting officers not below the rank of Deputy Inspectors of Schools may, if necessary, visit the classes to collect information concerning them, with the consent of the female teachers, or of the Managing Committee.

Female Training Classes.

- (vii) That moderate stipends should be offered in the way of encouragement.
- (viii) That "Guardian Allowances," including travelling charges, should be offered in such cases only as may be specially recommended by the local officers and supported by the Inspectress.
- (ix) That the number of Primary Schools for girls should be gradually increased, so as to afford a wide field for the extensive employment of trained female teachers.

2. The scheme as sketched above commends itself to the Lieutenant-Governor, and I am to convey the sanction of Government to the opening, as an experimental measure, of the four training classes named in the statement below, with the scale of expenditure shown therein :—

No.	NAME OF THE TRAINING CLASS.	Number of female pupils to be trained.	Monthly rate of stipends for each pupil.	Total amount annually required for stipends.	Amount required for the salary of female teachers annually.	Total amount required annually.
1	2	3	4	5	6	7
		No.	Rs.	Rs.	Rs.	Rs.
1	Training class (for Hindu and Muhammadan widows and school masters' wives) in connection with the Hydernagore Girls' School, in the district of Palamau, Chota Nagpur Division.	5	5	300	120*	420
2	Training class (for Hindu and Muhammadan widows and school masters' wives) in connection with the Bhagalpur Model Primary School for Girls.	5	5	300	120*	420
3	Training class (for Hindu and Muhammadan widows, Vaishnavis and School masters' wives) at Santipur, district Nadia, Presidency Division.	5	5	300	180†	480
4	Training class (for Hindu and Muhammadan widows, Vaishnavis and School masters' wives) at Parbatipur or Saidpur, Rajshahi Division(a).	5	5	300	360‡	660
	Total ...	...	...	...	...	1,980
	Amount required for contingencies, guardian allowances, including travelling charges, &c.	...	...	...	...	520
	GRAND TOTAL ...	...	...	...	...	2,500

* Capitation grant at the rate of Rs. 2 per head a month.

† Salary at the rate of Rs. 15 a month.

Ditto ditto Rs. 30 a month.

(a) As this class could not be started at Parbatipur or Saidpur, it had to be transferred to the Presidency Division. The class in question has since been established at Berhampore—[vide Govt., General Dept., letter No. 2250T.—G., dated the 30th October 1906.]

(One class has also been established at Nandanpur in the district of Khulna on the following scale :—

Five pupils at Rs. 5 a month	...	...	...	...	...	Rs.
Salary of the female teacher	...	...	...	...	...	25
						18
						43 a month or
						516 a year.

The budget provision under this head has been increased to Rs. 3,146—[vide Govt., General Dept., letter No. 2250T.—G., dated the 30th October 1906.] This was necessary in view of the fact that a new class was opened at Nandanpur at an annual cost of Rs. 646, i.e. Rs. 516+130 (average amount for contingencies).

*Scholarships.***4.—SCHOLARSHIPS IN FAVOUR OF HINDU AND MUHAMMADAN GIRLS.**

If a Hindu or Muhammadan girl obtains a Primary or Middle Scholarship and is unable to attend any recognised school, owing to the customs obtaining in Bengal or to the circumstances of the particular class to which the scholar belongs, or to distance from any suitable school, then, if the scholar still prosecutes her studies to a higher stage, the scholarship gained by her will be held to her credit subject to the following arrangements:—If before the expiration of the period for which the scholarship is to be held, the girl-pupil in question submits to an examination to be held by an Inspectress of Schools, or by a female teacher for *zanana* education, or by an Inspector of Schools, or by a Deputy Inspector of Schools, or by some officer specially selected by the Inspector of Schools for the purpose, and if the scholar is found on such examination to have attained the desired higher stage of education, then the scholarship money, which would under ordinary circumstances have been paid to her in the form of monthly stipends, may be paid to her as a prize.

Bengal Govt.,
Genl. Dept.,
No. 1074 T.G.,
23 June
1904.

D. P. I.
Cir. No. 180
20 July 1904.

CHAPTER IX.

MUHAMMADAN EDUCATION.

1.—MADRASAS.

[Approved by the Director of Public Instruction on the 15th March 1900.]

1. EXAMINATIONS in Arabic and Persian Literature and Muhammadan Law shall be held annually for students of the four Senior Classes of the Bengal Madrasas, named in Schedule I, by the Central Board of Examiners, Bengal Madrasas. The Principal and Head Maulavi of the Calcutta Madrasa shall be Registrar and Assistant Registrar, respectively, of the Board. The Examiners shall be selected by the Registrar for each year's examination, subject to the confirmation of the Director of Public Instruction, Bengal.

2. The examinations shall be held in March at Calcutta, Hooghly, Dacca, Chittagong, Comilla and Sasaram, and at such other places as may be hereinafter appointed, the exact date of the commencement of the examination being annually fixed and published by the Registrar with the sanction of the Director of Public Instruction, Bengal.

The examination held for the Senior Fourth-year and Second-year Classes shall respectively be named the Higher and Lower Madrasa Standards.

The Heads of Government Madrasas and affiliated Madrasas in Bengal shall submit to the Registrar lists of the candidates to be examined at least forty-five days before the commencement of the examination, accompanied by the proper fees and a statement showing the place at, and the examination to, which the candidates are to be admitted. A candidate, who fails to pass or to present himself for examination, shall not be entitled to claim a refund of the fee; but he may be admitted to one or more subsequent examinations on payment of the full fee on each occasion.

3. The following fees shall be levied* :—

Rupees 4 for admission to the examination of the Senior Fourth-year class or Higher Madrasa Standard.

Rupee 1 for admission to the examination of the Senior Third-year class.

Rupees 2 for admission to the examination of the Senior Second-year class or Lower Madrasa Standard.

Rupee 1 for admission to the examination of the Senior First-year class.

* The scale of fees here indicated will remain in force until further orders [vide Govt. Order No. 1960, dated the 2nd March 1900.]

IX.—MUHAMMADAN EDUCATION.

Madrassas.

4. The examinations shall be conducted by means of written papers, the same questions being set in every place where the examination is held.

Each examination shall be held for five days, two papers of questions being set for each day of the examination. Three hours shall be allowed for each of the papers set in the forenoon and two hours for each of the papers set in the afternoon. For the purpose of calculating pass-marks the papers shall be arranged into groups of papers.

5. The subjects and marks of the papers and the arrangement of the several groups of papers shall be as follows:—

Senior Fourth-year Class.

Serial Number.	Time.	Subject of paper.	Maximum number of marks.	Group of papers.
I.—1st day, morning		Arabic poetry ..	60	1st.
II.—" evening		" prose ..	40	
III.—2nd day, morning		Muhammadan Law ..	25	2nd.
IV.—" evening		Principles of Muhammadan Law	25	
V.—3rd day, morning		Logic ..	25	3rd.
VI.—" evening		Rhetoric ..	25	
VII.—4th day, morning		Philosophy ..	25	4th.
VIII.—" evening		Aqa'id ..	25	
IX.—5th day, morning		Translation of unseen passages from Persian into Arabic and Essay ..	25	5th.
X.—" evening		Translation of unseen passages from Arabic into Persian ..	25	
Aggregate total of marks			300	

Senior Third-year Class.

I.—1st day, morning		Arabic Poetry ..	40	1st.
II.—" evening		" Prose ..	35	
III.—2nd day, morning		Muhammadan Law ..	25	2nd.
IV.—" evening		Principles of Muhammadan Law	25	
V.—3rd day, morning		Logic ..	25	3rd.
VI.—" evening		Rhetoric ..	25	
VII.—4th day, morning		Philosophy ..	25	4th.
VIII.—" evening		Aqa'id ..	25	
IX.—5th day, morning		Translation of unseen passages from Persian into Arabic and Essay ..	25	5th.
X.—" evening		Translation of unseen passages from Arabic into Persian ..	25	
Aggregate total of marks			300	

*Madrasas.**Senior Second-year Class.*

Serial No.	Time.	Subject of paper.	Maximum number of marks.	Group of papers.
I.—1st day, morning		Arabic Poetry	25	1st.
II.—" evening		" Prose	25	
III.—2nd day, morning		Muhammadan Law	25	2nd.
IV.—" evening		Principles of Muhammadan Law	25	
V.—3rd day, morning		Rhetoric	25	3rd.
VI.—" evening		{ Logic	25	
		{ Munazirah	25	4th.
VII.—4th day, morning		Arithmetic	25	
VIII.—" evening		Persian Literature, Persian Rhetoric, and Persian Grammar	50	5th.
IX.—5th day, morning		Translation of unseen passages from Persian into Arabic and Essay	25	6th.
X.—" evening		Translation of unseen passages from Arabic into Persian	25	
Aggregate total of marks			300	

Senior First-year Class.

I.—1st day, morning		Arabic Poetry	25	1st.
II.—" evening		" Prose	25	
III.—2nd day, morning		Logic	25	2nd.
IV.—" evening		Syntax	25	
V.—3rd day, morning		Principles of Muhammadan Law	25	3rd.
VI.—" evening		{ Elements of Muhammadan Law	25	
		{ Faraiz	25	4th.
VII.—4th day, morning		Arithmetic	25	
VIII.—" evening		Persian Literature and Grammar	50	5th.
IX.—5th day, morning		Translation of unseen passages from Persian into Arabic and Essay	25	6th.
X.—" evening		Translation of unseen passages from Arabic into Persian	25	
Aggregate total of marks			300	

6. In order to pass any examination a candidate shall be required to obtain not less than 25 *per cent.* of the total number of marks in each group of papers, and to secure an aggregate of not less than 33 *per cent.* of the maximum total of marks.

Candidates securing not less than 50 *per cent.* of the maximum total of marks shall be placed in the First Division; those securing not less than 42 *per cent.* in the Second Division; and the remainder in the Third Division.

7. After the close of the summer vacation, the Registrar shall send a list of candidates who have passed, arranged in order of merit separately for each Madrasa, to the Director of Public Instruction, Bengal, for sanction and publication in the *Calcutta Gazette*. The Heads of the several Madrasas shall be supplied at the same time with a list of successful candidates of their respective institutions.

8. The courses of reading prescribed for the four Senior Classes are shown in Schedule II.*

SCHEDULE I.

List of institutions authorised to send up candidates for the examinations of Bengal Madrasas—

1. Calcutta Madrasa.
2. Hooghly ditto.
3. Dacca ditto.
4. Chittagong ditto.
5. Husomiyah Madrasa of Comilla.
6. Sitakund (Chittagong) Madrasa.
7. Fatikchhari (Chittagong) Madrasa.
8. Sasaram Madrasa.
9. Serajganj Madrasa.
10. Anmadia Madrasa of Noakhali.
11. Ahsania Madrasa of Dacca.

SCHEDULE II.

COURSES OF READING PRESCRIBED.

Senior Fourth-year Class.

Subject.

Arabic Poetry	...	Saba-i-Mullaqaḥ, Muallaqaḥs I & III. Banat, Suad (whole).
Arabic Prose	...	Maqamat-i-Hariri, Maqamahs I to X.
Muhammadian Law	...	Hidayah, Volume IV, Chapters on Shufah, Zabaḥ, Uzhiyah, Karahiyat, Ashribah, Said and Wasaya.
Principles of Muhammadian Law.		Musallam-us-Subut, Muḥtabai Press, Delhi Edition 1311 Hijri.
Logic	...	Sullam, Tasdiqat.
Rhetoric	...	Mutawwal, from the beginning up to Bahs-i-Ma Ana Quln.
Philosophy	...	Hidayat-ul-Hikmat, second half.
Aqaid	...	Sharh-i-Aqaid-i-Nasafi, second half.

* A Fifth-year Class has been opened at the Calcutta Madrasa for the teaching of *Hadis* and *Tafsir* under Bengal Government Resolution No. 731, dated 24th February 1903.

*Madrasas.**Senior Third-year Class.*

Arabic Poetry ...	...	Diwani-i-Mutanabbi, to the end of rhyme.
Arabic Prose ...	...	Tarikh-i-Timuri, pages 89—191, Calcutta Edition 1233 Hijri.
Muhammadian Law ...	...	Hidayah, Volume III, Chapters on Buyú, Sarf, Iqrar, Muzarabah and Hibah.
Principles of Muhammadian Law.	...	Tawzih, Chapter II, up to Bahs-ul-Ijma.
Logic ...	...	Sullam, Tasawwarat.
Rhetoric ...	...	Mukhtasir-i-Maani, from Mutaalliqat-i-Fel to Wajh-i-Tashbih.
Philosophy ...	...	Hidayat-ul-Hikmat, first half.
Aqaid ...	...	Sharh-i-Aqaid-i-Nasafi, first half.
Geometry ...	...	Euclid, Book I.

Senior Second-year Class.

Arabic Poetry ...	...	Nafhat-ul-Yaman, first half of Chapter III.
Arabic Prose ...	...	Tarikh-i-Timuri, pages 1—88, Calcutta Edition, 1233 Hijri.
Muhammadian Law ...	...	Sharh-i-Viqayah, Volume II, Chapters on Nikah, Rizaq, Talaaq, Aiman, Laqit, Luqta, Mafqud Shirkat, and Waqf.
Principles of Muhammadian Law.	...	Tawzih, Chapter I.
Rhetoric ...	...	Mukhtasir-i-Maani, from beginning to Ahwal-i-Mutaalliqat-i-Fel.
Logic ...	...	Qubi, Tasdiqat.
Munazirah ...	...	Rashidiyah, from beginning to end of the fourth discussion.
Arithmetic ...	...	Vulgar Fractions and Double Rule of Three.
Persian ...	...	Qasayad-i-Urf, Nawal Kishore Edition, pages 1—44.
		Hadayiq-ul-Balaghah, Hadiqah I.

Senior First-year Class.

Arabic Poetry ...	...	Diwan-i-Ali, Bombay Edition, 1274 Hijri, page 78-128.
Arabic Prose ...	...	Futh-ush-Sham, Calcutta Edition, 1854 A.D., page 1-122.
Logic ...	...	Qutbi, Tasawwarat.
Syntax ...	...	Sharh-i-Mulla Jami, Mansubat.
Principles of Muhammadian Law.	...	Nurul-Anwar, from beginning to the Bahs-i-Huruf-i-Maani.
Elements of Muhammadian Law.	...	Sharh-i-Viqayah, Volume I.
Faraiz ...	...	Sirajiyah, from beginning to Zavilarham.
Arithmetic ...	...	Square Root and Rule of Three.
Persian ...	...	Sikandar Namah, from beginning to Sikander's victory over the Zangies Abdul Wasil, second half.

2.—MAKTABS.

No. 8119, dated the 1st July 1904, from the Director of Public Instruction, to the Govt. of Bengal, General Dept.

IN continuation of this office letter No. 1168, dated the 28th January 1904, and in reference to your office reminder No. 1302, dated the 4th March 1904, I have the honour to report that a Conference of gentlemen well acquainted with the conditions and requirements of Indian education was held in February last at the Calcutta Madrasa, under the presidency of Dr. Ross, to discuss the question of improving the state of primary education among the Muhammadan population of Bengal, and a copy of the resolutions adopted at the Conference is enclosed for the information of Government. The report of the Conference reached this office only at the close of the month of April. The subject is rather complicated by the existence of several vernaculars used by the Muhammadans, and hence it has been necessary to devote some time to the consideration of the matter, both on the part of the Conference and of this office. The delay in submitting this report is regretted, but it has been almost unavoidable.

2. It might be desired that the Conference should have discussed and reported somewhat more in detail on the various questions referred to it, and specially on the question of the curriculum to be recommended for the *maktabas* of the several classes; but as it is, the recommendations are sufficiently indicative of the lines on which we shall have to proceed, and they enable this office to submit definite proposals for the consideration and orders of Government.

In passing, it may be remarked that the members of the Conference have been satisfied with very low standards of secular education for the Muhammadans. It is perhaps hopeless to expect more than is proposed for some time to come.

3. *Classification.*—In the first place I have to propose that, as suggested in the office note already submitted to Government with this office letter No. 1168, dated the 28th January 1904, above referred to. The *maktabas* in Bengal should be classified as follows:—

- I.—*Maktabas* teaching the Koran and also the rituals of Islam through the Urdu language.
- II.—*Maktabas* teaching Urdu or Persian or both (with or without the Koran and ritual), in addition to a certain elementary standard in the vernacular of the district in which the *maktabas* are situated, and arithmetic up to at least the 3rd year infant class standard of the new vernacular scheme.
- III.—*Maktabas* teaching the full departmental standards, up to at least the 3rd year infant class of the new vernacular education scheme, and with the Urdu or Persian language as an additional optional subject.

4. *Grant-in-aid.*—*Maktabas* of Class I need not be aided otherwise than by payment of a simple annual fee for the submission of annual returns. *Maktabas* of Class II should get aid from the primary grant in the same way as ordinary *pathshalas*. *Maktabas* of Class III should get the ordinary *pathshala* grants, together with an additional 25 per cent

Maktabas.

on the ordinary grant. This additional allowance is proposed, in order to encourage the *maktabas* of Classes I and II to adopt the full departmental standards.

The above payments will of course have to be made out of the primary grant at the disposal of District Boards, and in non-Board districts from funds at the disposal of the Department. Roughly speaking, and so far as can be at present estimated, the cost will probably amount to about Rs. 50,000 a year.

5. As regards the curriculum of studies, I agree with the Conference that it would be desirable to treat the *maktabas* in Calcutta separately from those in the *mufassal*. Paragraph 9 of the office note above alluded to contains a statement showing the usual course of studies adopted in the Calcutta *maktabas* at present. Enquiry is being made as to whether the course needs any revision, and a separate communication on this point will be made to Government later on. With regard to the suggestion made in the papers submitted by the Conference that the Calcutta *maktabas* should be under different control from other Primary school, and be placed under the supervision of Dr. Ross, I regret to say I think this would be a most mistaken policy. In my opinion these *maktabas* should always be treated, as far as possible, in the same way as ordinary small Primary schools; for in the future it is to be hoped they will gradually conform to the requirements of primary education. Hence to separate them from the ordinary scheme of inspecting work in the Department would be a mistake.

6. As regards the *mufassal maktabas*, it is clear that we have to deal, broadly speaking, with two classes of *maktabas*, viz. (a) *maktabas* in which the vernacular employed is Urdu, and (b) *maktabas* in which the vernacular is other than Urdu. It is only in class (a) of the *maktabas* that the teaching of one of the languages,—Hindi, Bengali or Uriya—in addition to the Urdu, may be insisted on; while in those coming under class (b) the only language the teaching of which can be insisted on is the vernacular of the district, Urdu being here taught as a second language. Persian should always be treated as a wholly optional language for all classes of *maktabas*.

7. The question of curriculum again does not come up in connection with Class I of the *maktabas* (*vide* paragraph 3); while, as regards Class III of the *maktabas*, suggestions will have to be made only in reference to the Urdu or Persian books to be taught in them, as in the other subjects they will strictly follow the standards laid down for the Upper Primary and Lower Primary schools under the new vernacular scheme of education. A statement showing the Urdu or Persian books that will be read in this class of *maktabas* is given in Appendix A.

8. It is only in the case of Class II of the *maktabas* then that detailed directions as regards the courses of studies are necessary, and I beg to append a statement (Appendix B) giving a course of studies for this class of *maktabas*, based, as regards Urdu or Persian, chiefly on the statement prepared by Maulvis Muhammad Ibrahim and Abdul Karim, which was attached to the printed office note, and in the case of the other subjects, on the courses prescribed under the new vernacular education scheme. The course both in Appendix A and Appendix B

Maktabas.

has been arranged on the assumption that the *maktabas* will serve as feeders to Middle schools as suggested in Resolution 4 of the Conference. The books named are subject to the approval of the Text-book Committee.

9. In the note enclosed in my last letter, I expressed my opinion that, in order to bring the *maktabas* up to the desired standard, it would be necessary to create some posts of Inspecting Maulvis, like the one at Calcutta. The duty of these Inspecting Maulvis would be generally to supervise the *maktabas* and to induce their *manjis* to add secular subjects to the instruction ordinarily imparted in them. I think, however, that an Inspecting Maulvi, in each district, as is suggested by the Conference, is not immediately necessary or advisable, and that for the present those districts only in which the *maktabas* and Koran schools are very large in number may be given Inspecting Maulvis as an experimental measure. From the departmental returns for 1903-1904, it is found that the districts in which these small Muhammadan schools are numerous, and in which more than one hundred *maktabas* and Koran schools exist, are the following :—

				Number of <i>maktabas</i> and Koran schools
* {	Dacca	...	...	1,247
	Mymensingh	...	...	150
	Backergunge	...	...	273
	Tippera	...	...	257
	Noakhali	...	...	327
	Chittagong	...	...	737
	Bhagalpur	...	...	108
	Patna	...	...	118
	Gaya	...	...	183
	Shahabad	...	...	144
	Muzaffarpur	...	...	174
	Darbhanga	...	...	167

Of these districts, Dacca might have 4 Inspecting Maulvis, as the *maktabas* here number over twelve hundred, Chittagong might have 2, and the other districts might each have one for the present. If the Maulvis be paid Rs. 15 as salary and Rs. 10 for travelling allowance, or Rs. 25 per month, the extra cost on account of these extra 16 Inspecting Maulvis will be Rs. $25 \times 12 \times 16 =$ Rs. 4,800 per year.

10. I agree with the Conference that it would be desirable to have some *maktabas* under the direct management of the Department, which should serve as models to the other *maktabas* in the Province. The latter may thus be encouraged to adopt the departmental standards by the example set before them. These model *maktabas* may also be a means of supplying the other *maktabas* with a better class of *manjis* than are available at present. For the present we may have one model *maktab* in each district in which there are already numerous indigenous Koran schools and *maktabas*, and we may take the 12 districts mentioned in paragraph 9 to begin with, and also have one model *maktab* in Calcutta, or thirteen in all, teaching up to the Upper Primary standard. One Head Maulvi on Rs. 15 per month with an assistant on Rs. 10

* Since transferred to the new province of Eastern Bengal and Assam.

Maktab.

per month, will be able to undertake the teaching work, while a servant on Rs. 7 per month and a contingent allowance of Rs. 4 per month for each *maktab* will also have to be sanctioned. The fees realized in these *maktab*s may be divided between the Head and Assistant Maulvis, giving perhaps salaries of Rs. 18 to Rs. 20 and Rs. 10 to Rs. 12 per month respectively. Taking the number of places to be dealt with as 13, the expenditure that this part of the scheme will involve will be $\text{Rs. } 36 \times 12 \times 13 = \text{Rs. } 5,616$ per year (exclusive of fees), while an initial charge of Rs. 500 for the building of each *maktab* and Rs. 100 for furniture ($\text{Rs. } 600 \times 13 = \text{Rs. } 7,800$ in all) will also have to be sanctioned.

11. The total cost to Government on account of the recurring and initial charges involved in the above proposals will accordingly be as follows:—

<i>Initial.</i>	Rs.
For the building and furniture of 13 model <i>maktab</i> s	7,800
<i>Recurring.</i>	
For establishment of 13 model <i>maktab</i> s per annum	5,616
For Inspecting Maulvis, per year	4,800
Rough estimate of the annual cost of grant-in-aid to be paid by District Boards in Board districts and by the Department in the non-Board districts ...	50,000

12. It is not evidently possible to make provision in the current year for the above items of expenditure out of the current year's Educational Budget, and I have to request that, if the above proposals are approved and it be decided to give effect to them during the current year, the necessary provision may be made out of the funds at the disposal of Government.

APPENDIX A.

PART I.

Subjects in Urdu or Persian to be taught as an optional course (in addition to the ordinary vernacular course) in Maktab of Class III in which the vernacular is Bengali, Hindi or Uriya.

INFANT CLASS, SECOND PERIOD (CORRESPONDING TO THIRD YEAR OF NEW VERNAACULAR SCHEME).

Urdu.

1. First Urdu Reader, Punjab Series,
or
First Urdu Reader, by Zakaulla,
or
Tamil-ul Muhtâdi, Part I, by Sayed Muhammad Hossain,
or
Urdu Amoz, Part I, by Surajmol.

*Maktabe.*APPENDIX A—*continued.**Persian.*

1. Hedayatus Sybian, Lee's Persian Series.
2. Dabistani Danish, by Abdul Munim.

STANDARD I (LOWER PRIMARY, FIRST YEAR).

Urdu.

1. Second Urdu Reader of Punjab Series, or Second Urdu Reader by Zakaulla,
or
Tamil-ul Muabladi, Part II, by Sayed Muhammad Hossain,
or
Urdu Amoz, Part II, by Surajmol.

Persian.

1. Gulshani Sibyan, Lee's Persian Series.
2. Kanzus Saadat, by Muhammad Fazil of Barisal.

STANDARD II (LOWER PRIMARY, SECOND YEAR).

Urdu.

1. Third Urdu Reader of Punjab Series,
or
Third Urdu Reader, by Zakaulla.
2. Urdu Grammar, by Mirza Ahmed Ali.

Persian.

1. Kalidi Danish, Part III, by Ifazuddin Ahmad.
2. Paud Namah, by Fariduddin Atar.

STANDARD III (UPPER PRIMARY FIRST YEAR).

Urdu.

1. Fourth Urdu Reader of Panjab Series,
or
Fourth Urdu Reader, by Zakaulla.
2. Qwaidi Urdu, Parts I and II, by Nisar Ali.

Persian.

1. Gulistani Saadi.
2. Buastani „
3. Zoabiti Farsi.

*Maktaba.*APPENDIX A—*concluded.*

STANDARD IV (UPPER PRIMARY, SECOND YEAR).

Urdu.

1. Fifth Urdu Reader of Punjab Series,
or
Fifth Urdu Reader, by Zakauulla.
2. Qwaidi Urdu, Part III, by Nasir Ali.

Persian.

1. Gulastani Saadi.
2. Buastani „
3. Zoabiti Farsi.

PART II.

Subjects in Urdu or Persian to be taught in Maktaba of Class III in which the vernacular is Urdu.

The teaching of Urdu will be compulsory in this class of maktaba, and should be in the text-books as laid down under the new scheme.

In addition to this, the Persian books prescribed in Part I may be taught as an optional subject.

APPENDIX B.

Course of Studies for Class II of Maktaba.

PART I.

(Relating to maktaba in which the vernacular is Bengali, Hindi or Uriya).

INFANT CLASS (FIRST PERIOD).

Arithmetic.

From lessons on leaves and trees the idea of numbers is to be taught, and hence of addition and subtraction. Simple mental arithmetic.

The children are to write numerals, and should learn notation up to 100.

Shatkiya, *kará* and *gandá*; multiplication table up to 10×10 . Simple addition, subtraction and multiplication (slates to be used).

APPENDIX B—continued.

Vernacular Course.

(Bengali, Hindi and Uriya)—

- (a) Action songs and short pieces of poetry to be committed to memory.
- (b) To learn and write letters and short words in the vernacular alphabet book.

INFANT CLASS (SECOND PERIOD).

Arithmetic.

Addition, subtraction and multiplication. Notation up to 10,000—
sayid, deriyd, araiya; writing *buri, pan, chok, katha, bigha, seer*
 and *man*.

Vernacular.

Verses on the duties of children to be committed to memory.
 Intermediate Reader.

OPTIONAL.

Urdu.

1. First Urdu Reader of Panjab Series,
 or
 First Urdu Reader by Zakauila,
 or
 Tamil-ul-Mabtadi, Part I, by Sayed Muhammad Hossain,
 or
 Urdu Amoz, Part I, by Surajmol,
 or

Persian.

1. Hedayatus Sybian, Lee's Persian Series.
2. Dabistani Danish, by Abdul Munim.

STANDARD I (LOWER PRIMARY FIRST YEAR).

Arithmetic.

First four rules, including mental operations; country tables of weight and land measure *mankasa, sherkasa, sonakasa* and *masmahina*.

Vernacular.

Lower Primary Science Reader.

*Maktaba.*APPENDIX B—*continued.*

OPTIONAL.

Urdu.

1. Second Urdu Reader of Punjab Series,
or
Second Urdu Reader, by Zakaulla,
or
Talim-ul-Mabtadi, Part II, by Sayed Mahammad Hossain,
or
Urdu Amoz, Part II, by Surajmol,
or

Persian.

1. Gulshani Sibyan, Lee's Persian Series.
2. Kanzus Saadat, by Mahammad Fazl of Barisal.

STANDARD II (LOWER PRIMARY SECOND YEAR).

Arithmetic.

Revision of subjects of Standard I. Compound rules: reduction, accounts of bazar purchases. Calculation of prices, including mental operations, *bighakali*, *hathakali*, *jamabandi*.

Vernacular.

Lower Primary Science Reader.

Writing complex words and sentences, forms of *patta*, *kabuliyat*, and rent receipts.

OPTIONAL.

Urdu.

1. Third Urdu Reader of Punjab Series,
or
Third Urdu Reader, by Zakaulla.
2. Urdu Grammar, by Mirza Ahmed Ali,
or

Persian.

1. Kalidi Danish, Part III, by Ifazuddin Ahmad.
2. Paud Namah, by Fariduddin Atar.

APPENDIX B—continued.

STANDARD III (UPPER PRIMARY FIRST YEAR).

Arithmetic.

G. O. M., L. O. M., including mental operations. *Batsar mahina, hatkali, footkali*; how to open a personal account with a village *muhdi* or *mahajan*.

Vernacular.

Upper Primary Course in Literature and Grammar.
Writing letters to different persons in proper forms.

OPTIONAL.

Urdu.

1. Fourth Urdu Reader of Punjab Series,
or
Fourth Urdu Reader, by Zakauulla.
2. Qwaidi Urdu, Parts I and II, by Nisar Ali,
or

Persian.

1. Gulistani Saadi.
2. Buastani „
3. Zoabiti Farsi.

STANDARD IV (UPPER PRIMARY SECOND YEAR).

Arithmetic.

Revision of subjects of Standard III. Simple Proportion, Vulgar and Decimal Fractions: Problems.

Vernacular.

Upper Primary Course in Literature and Grammar.
Writing of *chitta*, simple bond and *jama kharach*.

OPTIONAL.

Urdu.

1. Fifth Urdu Reader of the Punjab Series,
or
Fifth Urdu Reader, by Zakauulla.
2. Qwaidi Urdu, Part III by Nisar Ali,
or

APPENDIX B—*continued.*

Persian.

1. Gulistani Saadi.
2. Buastani „
3. Zoabiti Farsi.

PART II.

(Relating to *maktaba* in which the vernacular is *Urdu.*)

INFANT CLASS (FIRST PERIOD).

Arithmetia.

As in Part I of Appendix B, taught in one of the vernaculars—
Bengali, Hindi or Uriya.

Urdu.

1. First Urdu Reader of the Panjab Series,
or
First Urdu Reader, by Zakaulla,
or
Talim-ul-Mabtadi, Part I, by Sayed Mahammad Hossain,
or
Urdu Amoz, Part I, by Surajmol.

OPTIONAL.

Persian.

Alif Bai Farsi.

INFANT CLASS (SECOND PERIOD).

Arithmetic.

As in Part I of Appendix B, taught in one of the vernaculars—
Bengali, Hindi or Uriya.

Urdu.

- Second Urdu Reader of the Punjab Series,
or
Second Urdu Reader, by Zakaulla,
or
Talim-ul-Mabtadi, Part II, by Sayed Mahammad Hossain,
or
Urdu Amoz, Part II, by Surajmol.

APPENDIX B—*continued.*

OPTIONAL.

Persian

1. Hedaytus Sibyan, Lee's Persian Series.
2. Dabistani Danish, by Abdul Munim.

STANDARD I.

Arithmetic.

As in Part I of Appendix B, taught in one of the vernaculars—
Bengali, Hindi or Uriya.

Urdu.

1. Lower Primary Science Reader in Urdu,
or
Third Urdu Reader of the Punjab Series,
or
Third Urdu Reader, by Zakaulla.
2. Way to Health by Zakaulla,
or
Risalai Hifzi Sihah, by Bhagaban Prasad.

OPTIONAL.

Persian.

1. Kalidi Danish, Part III, by Ifazuddin Ahmad.
2. Kanzus Saadat, by Mahammad Fazil.
3. Zoabiti Farsi.

STANDARD II.

Arithmetic.

As in Part I of Appendix B, taught in one of the vernaculars—
Bengali, Hindi or Uriya.

Urdu.

1. Lower Primary Science Reader in Urdu,
or
Fourth Urdu Reader, of the Punjab Series,
or
Fourth Urdu Reader by Zakaulla.
2. Tahziban Nafus, by Muhammed Fakharuddin Hossain
3. Urdu Grammar, by Mirza Ahmadali.

Writing—as in Part I of Appendix B.

APPENDIX B—*continued.*

OPTIONAL.

Persian.

1. Gulistani Saadi.
2. Paud Namah.
3. Zoabiti Farsi.

STANDARD III.

Arithmetic.

As in Part I of Appendix B, taught in one of the vernaculars—
Bengali, Hindi or Uriya.

Urdu.

1. Upper Primary Course in Literature, and Grammar in Urdu,
or
Fifth Urdu Reader of the Punjab Series.
or
Fifth Urdu Reader, by Zakaulla.
2. Guldastai Akhlaq of the N. W. P. Series.
3. Qwaidi Urdu, Parts I and II, by Nisar Ali.
Writing—as in Part I of Appendix B.

OPTIONAL.

Persian.

1. Gulistani Saadi.
2. Buastani „
3. Meftahul Qwaid.

STANDARD IV.

Arithmetic.

As in Part I of Appendix B, taught in one of the vernaculars—
Bengali, Hindi or Uriya.

Urdu.

1. Upper Primary Course in Literature, and Grammar in Urdu,
or
Taubatun Nasu, by Nazir Ahmad.
2. Musaddasi Hali, by Allaf Hosain Hali.
3. Qwaidi Urdu, Part III, by Nasir Ali.
Writing—as in Part I of Appendix B.

APPENDIX B—concluded.

OPTIONAL.

Persian.

1. Akhlaqui Mohsini.
2. Buastani Saadi.
3. Meftahul Qwaid.

D. P. I.
Cir. No. 80, 7
25 April 1906.

THE following Urdu and Persian books are approved for use in *maktabas*:—

1. First Urdu Reader, the Punjab Series.
2. Second ditto ditto.
3. Third ditto ditto.
4. Fourth ditto ditto.
5. Fifth ditto ditto.
6. Talim-ul-Mubtadi, Part I, by Syed Muhummad Hosain.
7. Ditto Part II, ditto.
8. Guldasta-i-Akhlaq, North-Western Provinces Series.
9. Taubatan Nasu, by Nazir Ahmed.
10. Quawaid-i-Urdu, Part I, by Nisar Ali Beg.
11. Ditto, Part II, by ditto.
12. Ditto, Part III, by ditto.
13. Ditto, Part IV, by ditto.
14. Urdu Amoz, Part I, by Suraj Mal.
15. Ditto Part II, by ditto.
16. Pund Namah, by Fariduddin Attar.
17. Gulistan-i-Sadi.
18. Bostan-i-Sadi.
19. Akhlaq-i-Mohsini.
20. Alif-Ba-i-Farsi.
21. Dabistan-i-Danish.
22. Hifz-i-Sahat-ki Umda Kitab, by Bhagwan Prasad.
23. Gulshan-i-Sibyan, Lee's Persian Series.
24. Hadayet-us-Sibyan, ditto.
25. Zoabit-i-Farsi.

Maktabas.

Extract from letter No. 1618T.G., dated the 24th September 1904, from the Govt. of Bengal, General Dept.

* * * * *

PARA. 7.—I am now to inform you that the Lieutenant-Governor approves the proposals made in your letter under reference, and desires that effect should be given to them as soon as the necessary funds are available and the Local Self-Government Act has been amended, so as to allow of the transfer of funds by Government to District Boards for expenditure on *maktabas* and of the grant of aid by District Boards to those institutions. At present, as you are aware, District Boards are unable to subsidize *maktabas* and *madrasas*, and Government is also unable to transfer funds to them for that purpose; and it is in contemplation to amend the Local Self-Government Act so as to remove this disability (*vide* copies of the marginally-noted communications). It is hoped that the Local Self-Government Act will be amended in the manner proposed in the ensuing cold weather, and that the Financial Department will be able to make provision for the necessary funds in the next year's budget.

Circular No. 12T.G.,
dated the 2nd September
1903.

Letter No. 282T.M.,
dated the 22nd April
1904.

No. 157 T.G., dated the 24th April 1905, from the Govt. of Bengal, General Dept., to D. P. I.

I AM directed to invite a reference to the correspondence resting with Mr. Earle's letter No. 1618T.G., dated the 24th September 1904, in which Government approved your proposals regarding the improvement of the state of primary education among the Muhammadan population of Bengal. It was estimated that the scheme would involve an initial expenditure of Rs. 7,800 and a recurring expenditure of Rs. 60,416 a year, and the sanction was given to its introduction as soon as the necessary funds were available and the Local Self-Government Act had been amended, so as to allow of the transfer of funds by Government to District Boards for expenditure on *maktabas*, and of the grant in aid by District Boards to those institutions.

2. I am to state that the Government of India have sanctioned a special annual grant of 10 lakhs for the improvement of primary education, and that funds are thus now available for the introduction of the scheme referred to above; but the Local Self-Government Act has not yet been amended.

3. I am now to request you to be so good as to make the necessary preliminary arrangements (such as the selection of sites for the establishment of model *maktabas* in Calcutta and the 12 districts selected for the purpose) for giving effect to the scheme, on the understanding that no expenditure is incurred at present.

D. P. I.
Cir. No. 1T, 7
13 May 1904.

CHAPTER X.

SANSKRIT EDUCATION.

1.—CALCUTTA SANSKRIT COLLEGE, SCHOLARSHIPS.

1. Government scholarships to the amount of Rs. 236 a month are awarded annually in the Sanskrit College, on the following scale:—

Bengal Govt.,
Genl. Dept.,
No. 1704, 4
15 May 1895.

Number of scholarships.	Name.	Monthly value.	
		Rs.	
1	Graduate scholarship	... 35	
1	Ditto ditto	... 25	
1	Higher grade senior	... 20	
2	Ditto ditto	... 32	Rs. 16 each
6	Lower grade senior scholarships	... 60	„ 10 „
8	Ditto junior ditto	... 64	„ 8 „

	Total	... 236	

All scholarships are tenable for one year. The Director of Public Instruction is empowered to award the scholarships, and to vary the distribution within the sanctioned limit of Rs. 236.

2. The scholarships are thus defined: In the Collegiate School lower grade junior scholarships of the value of Rs. 8 are awarded on the results of the annual examination of the second class and are tenable for one year in the Entrance class. If the scholarship-holder passes the Entrance examination, he may hold the scholarship for a further year (as one of the sanctioned number of 8) in the first-year college class. Lower grade senior scholarships of the value of Rs. 10 are awarded on similar conditions on the results of the first-year college examination, and higher grade senior scholarships of the value of Rs. 20 or Rs. 16 are awarded on the results of the third-year college examination, and are tenable for one year only. Graduate scholarships are awarded to those who pass the B. A. examination and may be awarded at the rate of Rs. 50, Rs. 35, and Rs. 25 to candidates passing in the first, second, or third division. The award of a Rs. 50 scholarship may be sanctioned provided there are savings under other classes of scholarships, so that the total grant is not exceeded.

3. Not more than two scholarships of each class may be awarded for three qualified candidates. Thus, if there are nine or ten qualified candidates for the eight lower grade junior scholarships, only six will be awarded, if 11, seven, and if 12, eight.

4. No college scholarship can be held along with a Government junior or senior or graduate scholarship, for which students of this as of other institutions are eligible after the Entrance, F. A., and B. A. examinations.

5. No student of the Sanskrit College who holds one of the college scholarships will be allowed to retain it for a second year if he fails to pass the University Examination at the end of a year.

D. P. I.
No. 2138, 7
24 March 1896.

6. The minimum marks qualifying for a scholarship are 30 *per cent.* in the English subjects, and 40 *per cent.* in the Sanskrit subjects, with an aggregate of 40 *per cent.* in all subjects.

Government allows one hundred students belonging to *bond Jide* Pandit families to study in the School Department of Sanskrit College paying reduced school-fee at the rate of one rupee a month, and 40 such students in the First Arts classes in the College Department at Rs. 2 a month.

Mahārāja Manindra Chandra Nandi and Rani Rajkumari Dāsi pay the schooling-fees of 50 pupils each who are allowed by Government to study in the School Department at the rate of one rupee a month.

Babu Hiralal Mukherji of Sridharpur has made a small endowment, from the proceeds of which the school-fees of two students are defrayed in the School Department.

7. There is also an annual medal or prize of Rs. 10 founded by the Maharaja Bahadur of Scindia, awardable to a student of the Sanskrit College, who on passing the F. A. examination from this College, stands next to those who obtain scholarships, or any other prizes.

8. There are two scholarships of Rs. 5 each, two of Rs. 4 each, and eight of Rs. 3 each, called the Maheswari Dasi Scholarships, founded by the late Roy Rajiblochan Roy, Bahadur, of Cassim Bazar, to commemorate the name of his mother. They are awarded annually to the pupils of the third, fourth and fifth classes of the School Department, for proficiency in Sanskrit literature and Grammar.

9. Srimati Sati Devi, of Chandernagore, has made a small endowment from the proceeds of which the school fee of a Brahmin student is defrayed in the first-year class of the College Department.

10. The Cowell Scholarship of Rs. 4 a month, tenable for one year, is awarded, on the result of the first-year College examination, to a student who shows high proficiency in Sanskrit Grammar from among the candidates competing for the College Lower Grade Senior Scholarships, and does not get any other scholarship.

11. Durga Charan Laha Graduate Scholarship of Rs. 25 a month, tenable for one year, is awarded to a B. A. preparing for the M. A. examination in Sanskrit within the period of five years from the date of passing the Entrance Examination.

12. Hara Kumar Tagore's Sanskrit Graduate Scholarship of Rs. 20 a month, tenable for one year, is awarded to the best B. A. student of the year in Sanskrit who does not obtain a scholarship from any other fund, on condition that he prosecutes his studies in Sanskrit for the M. A. degree in the following year.

13. The scholarships, founded by Babu Abhoy Charan Mallik, are awarded with the discretion of the Principal to deserving Brahmin boys reading in the Collegiate School.

2.—SANSKRIT TOLS.**(a) EXAMINATIONS OF SANSKRIT TOLS.**

1. From the year 1897, the First and Second Sanskrit Examinations are held in a uniform course of text-books prescribed by the Conference of representatives of the recognised Sanskrit Associations in Bengal, Bihar and Orissa, and the examinations are conducted by the same examiners and the same sets of question-papers.

2. Pandits of *tols* should send in applications of candidates desiring to appear at either of the examinations to any of the recognised Sanskrit Associations named below:—

1. The Bihar Sanskrit Sanjivan.
2. The Sanskrit Samiti of Ghatal (Midnapore).
3. The Vibudha Janani Sabha of Navadwipa.
4. The Pandit Sabha of Calcutta.
5. The Pariksha Sabha of Bhatpara (24-Parganas).
6. Vidyotsahini Sabha of Narail (Jessore).
7. The Dharma Sabha of Rangpur.
8. The Dharma Rakshini Sabha of Barisal.
9. The Aryya Siksha Samiti of Kotwalipara (Faridpur).
10. The Orissa Sanskrit Samiti of Cuttack.
11. The Sanskrit Samiti of Balasore.
12. The Jagannath Samiti of Puri.
13. Aryya Sammilani Sabha, Bakla.
14. Hitaishini Sabha, Idilpur.
15. Vidyabinodini Sabha, Ohittagong.
16. Dharma Sabha, Mymensingh.
17. Pandit Sabha, Berhampore.
18. Suhrit Sammilani Sabha, Noakhali.
19. Dacca (Examination held by the Department).
20. Dharma Samiti, Comilla.
21. Rani Hemanta Kumari Sanskrit College, Rajshahi.
22. Bijaya Centre, Burdwan.
23. Dowlatpur Saraswat Samiti, district Khulna.*

N.B.—The Director of Public Instruction may from time to time add to this list, or remove any name from it.

3. The Secretary of each Association shall forward to the Principal of the Sanskrit College, Calcutta, and Registrar, Sanskrit Examinations, lists of candidates showing the following particulars:—

- (a) Name of candidate.
- (b) Name of candidate's father.
- (c) Name of candidate's residence (village, district, and post-office).
- (d) The subjects and the particular alternative text-books taken up by each candidate.
- (e) Name of teacher.

- (f) Name of village or town where the *toi* is situated (including name of district and of the nearest post-office).
- (g) Whether the teacher is an employé in a Government or private school.
- (h) Whether the candidate is studying in any other institution.
- (i) The period of continuous study in the *toi* from which the candidate presents himself.
- (j) Name of examination (Sanskrit First or Second) at which he is to appear.
- (k) Name and address of the teacher with whom the candidate proposes to continue his studies.
- (l) Name of any Sanskrit examination previously passed by the candidate.
- (m) Whether the candidate gained any stipend at any previous examination. If so, when.

N.B.—The dates for the submission of the lists of candidates will be notified in due course. Any expenses that may be incurred in meeting the incidental charges in connection with the examinations will be borne by the Associations concerned, and the prescribed form of application should be sent to the *tois*.

4. The examiners will, for the present, be selected from among the pandits of Bengal, Bihar and Orissa by the Principal of the Sanskrit College, and Registrar, Sanskrit Examinations, after giving due consideration to any recommendations on that point which may be made by the different Associations.

5. The question-papers will be forwarded by the examiners to the Principal of the Sanskrit College, who will supply printed copies to the Secretaries of the different Associations.

6. The Principal of the Sanskrit College will also, in communication with the Inspectors of Schools in whose Divisions the Associations are situated, make arrangements (1) for the appointment of Deputy Inspectors, Head Masters of High Schools, or other Educational officers, as Superintendents of the local examinations; and (2) in consultation with the Secretaries of the different Associations, for the selection of places, conveniently situated for each Association, in which the examinations shall be held.

Bengal Govt.,
Genl. Dept.,
No 220,
18 Jany. 1906.

7. The examination will take place in the Bengali month *Phalgun* (February-March), but so as not to coincide with the University examinations or any Hindu festival. The Principal of the Sanskrit College, and Registrar, Sanskrit Examinations, will fix the date of the examination, and will in due course communicate it to the Secretaries of the different Associations.

8. The Association in Bengal, Bihar, Orissa and Chota Nagpur must forward to the Principal, Sanskrit College, and Registrar, Sanskrit Examinations, sums proportionate to the number of candidates sent by each Association, and calculated on the average cost of the examinations of the preceding three years by the said Principal and Registrar as their contribution towards the expenses of the examinations. If any Association fails to send in its contribution, the candidates applying for examination through such Associations will not be allowed to appear.*

* They are bound to pay more, if the actual cost of the examinations require it.

9. Each Association will have to supply paper, ink, and other necessities to the candidates.

10. As soon as the examination is over, each Association must forward packets of answer-papers, duly sealed, direct to the examiners, who will forward the results of the examinations with the answer-papers to the Principal of the Sanskrit College and Registrar of the Sanskrit Examinations within a fortnight.

11. On receiving from the examiners the lists of marks obtained by the candidates, the Principal of the Sanskrit College and Registrar of the Sanskrit Examinations will communicate the results of the examination to the Secretaries of the different Associations, forwarding a copy of the marks obtained by each candidate, and will also publish a list of successful candidates in the *Calcutta Gazette*.

D. P. I. No. 2639T.,
dated 7th Novr. 1900, to
Principal, Sanskrit Col-
lege, and Registrar, Sans-
krit Examinations.

(a) The value of—

First day's paper ... 100
Second day's paper ... 100

(b) In order to pass in each paper, a candidate must obtain 33 *per cent.*, and, in order to pass the examination, a candidate must obtain 40 *per cent.* of the total marks in the aggregate.

(c) Candidates obtaining 60 *per cent.* of the aggregate number of marks will be placed in the first division and those obtaining 40 *per cent.* in the second division. The results will be published in the *Calcutta Gazette*. The Associations will grant certificates signed by the Principal, Sanskrit College and Registrar, Sanskrit Examinations, and the President of the Association to their respective successful candidates.

12. Stipends to pupils and teachers will be awarded on the results of the examinations, and will be confined to *tols* in Bengal, Bihar and Orissa :—

(a) Students of English schools who appear at the Sanskrit First and Second Examinations as private candidates will not be eligible for stipends.

D. P. I. No. 3972, dated
14th July 1900, to
Principal, Sanskrit Col-
lege, and Registrar, Sans-
krit Examinations.

(b) Students of *tols* maintained by pandits who are employed as teachers in Government or private schools will be eligible for stipends, provided they are not also pupils of other institutions. But they will not earn any stipends for their teachers who are in receipt of salaries for regular work.

(c) Students of *tols* who are also students of English schools will not be eligible for stipends, and their teachers too will not be awarded any stipends for passing them.

- (d) If a candidate applies to more than one Association for permission to appear at the first and second examinations, he thereby disqualifies himself and his teacher for obtaining stipends.

A list of stipend-holders will be published in the *Calcutta Gazette* by the Director of Public Instruction, Bengal.

*Rewards to Pupils.**

13. On the results of the first examination, stipends of Rs. 2 a month each, tenable for two years, will be awarded to 60 pupils.

On the results of the second examination, stipends of Rs. 2 a month for two years, will be awarded to 20 pupils, of Rs. 4 a month for two years to 15 pupils, and of Rs. 3 a month for three years to four *Nyaya* pupils.

Not more than one-third of the total number of stipends will ordinarily be awarded to students of Grammar and *Kavya*.

14. Students may not compete for stipends at these examinations, if they have already appeared at a higher examination in the same subject than that for which they present themselves. No student should hold more than one Government stipend at the same time.

15. Students who have not read in the *tols* from which they appear for at least twelve months immediately preceding the examination, though entitled to earn stipends for themselves, will not earn stipends for their teachers.

16. To retain his stipend for a second year (and in the case of students in *Nyaya* for a third year) a student must annually produce a certificate from his pandit to the effect that he has made good progress in his Sanskrit studies during the preceding year, due allowance being made in cases of illness.

17. Stipends will be drawn and paid by the Deputy Inspector of Schools of the district in which the *tol* where the scholarship is made tenable, is situated, the bill being submitted by the pandit of such *tol* and countersigned by the Inspector of Schools. The amount of the bill must be paid to the pandit within two months of its submission to the Deputy Inspector.

18. The bill should be accompanied by a certificate from the pandit in charge of the *tol*, stating for what period (if any) deductions are to be made at the specified rates on account of absence, the cause of absence being also stated.

19. Continuous absence of a student from his *tol* for more than three months will entail forfeiture of stipends, unless such absence be due to illness, when the period of absence may, with the approval of the Inspector of Schools concerned, be extended, to six months.

20. Half stipend may be allowed to students who absent themselves owing to illness. No stipend will be allowed during periods of absence to those who absent themselves for any other cause.

* *Vide* detailed rules printed at the end of these rules.

21. When a stipend-holder is transferred from one district to another, or from one institution to another in the same district, a transfer certificate should be obtained from the Deputy Inspector of Schools concerned. But if a stipend is transferred to an institution outside Bengal, it should be drawn by the principal teacher of such institution, deductions for absence being made according to the rules, a copy of which should be forwarded to him. The bill should be sent to the Inspector of Schools, who will remit the amount of stipend by money-order.

*Rewards to Teachers.**

22. To the teachers of pupils successful at the examinations, stipends tenable for one year will be awarded as follows:—

On the results of the first examination—

25 stipends of Rs. 6 a month each.

25 stipends of Rs. 8 a month each.

And on the results of the second examination—

18 stipends of Rs. 10 a month each.

16 stipends of Rs. 12 a month each.

All tenable for one year.

23. Two of the last-named stipends will be reserved for the teachers of successful pupils at the examination in *Nyaya*, subject to the condition that they shall not be awardable to the *tols* which obtained fixed *Nyaya* stipends under paragraph 7 (first head) of the Resolution.

One stipend of each kind (or two in all) will be reserved for award by the Bihar Sanskrit Sanjivan in addition to any stipends which the *tols* under its special cognisance may obtain in the general competition.

Three stipends of Rs. 2 a month to pupils, and three of Rs. 6 a month to teachers, on the results of the first examination, and three stipends of Rs. 3 a month to pupils and three of Rs. 10 a month to teachers, on the results of the second examination, will also be reserved for the Orissa Division, and these will be equally divided among its three Associations for award to their respective teachers and pupils in addition to the stipends which the *tols* may gain in the general competition.

Should any of these reserved stipends not be taken up locally, they will be awarded on the results of the general competition.

24. Should a teacher die after election to a stipend, and before receiving it in full, the balance may be paid to his representatives.

Should a pupil receiving a stipend die, the amount of the stipend or any portion thereof, for any period up to the date of his death, if not drawn by such pupil, may be paid to his representatives.

25. General rules for the conduct of the examinations and the award of the stipends will be made by the Director of Public Instruction in communication with the Principal of the Sanskrit College, who will be styled Registrar of the Examinations for Sanskrit *Tols*.

* *Vide* detailed rules printed at the end of these rules.

GENERAL RULES FOR THE DISTRIBUTION OF STIPENDS TO PUPILS.

[*Approved by the Director of Public Instruction in January 1901.*]

(a) On the results of the First Sanskrit Examination, 60 stipends of Rs. 2 a month each, tenable for two years, will be awarded, if a sufficient number of candidates is found eligible, of which (i) six (ten per cent.) will be awarded for merit, two being given for proficiency in *Kavya* and Grammar, and four for proficiency in the higher subjects; (ii) six will be reserved for backward localities, two being given for *Kavya* and Grammar, four for the higher subjects; and (iii) three for Orissa. The remaining 45 stipends will be distributed in proportion to the number of passes under different Associations, of which 15 will be given for *Kavya* and Grammar and 30 for the higher subjects.

(b) On the results of the Second Sanskrit Examination, 24 stipends of Rs. 3 a month each will be awarded, if a sufficient number of candidates is found eligible, of which (i) three stipends will be reserved for Orissa; (ii) three for backward localities, of which one will be given for *Kavya* and Grammar and two for the higher subjects; and (iii) four for *Nyaya*.* The remaining 14 stipends will be distributed in proportion to the number of passes under different Associations, of which five will be given for *Kavya* and Grammar and nine for the higher subjects.

(c) On the results of the Second Sanskrit Examination, 15 stipends of Rs. 4 a month each, tenable for two years, will be awarded, if a sufficient number of candidates is found eligible, of which three will be reserved for merit (one being given for proficiency in *Kavya* and Grammar, and two for proficiency in the higher subjects). The remaining 12 will be distributed in proportion to the number of passes under different Associations, of which four will be given for *Kavya* and Grammar and eight for the higher subjects.

GENERAL RULES FOR THE DISTRIBUTION OF STIPENDS
TO TEACHERS.[*Approved by the Director of Public Instruction in January 1901.*]

(a) On the results of the First Sanskrit Examination, 25 stipends of Rs. 6 a month each will be awarded, if a sufficient number of candidates is found eligible, of which one will be reserved for the Bihar Sanskrit Sanjivan, three for Orissa, and ten for backward localities. The remaining eleven will be distributed under the present system, under which the marks obtained by the passed candidates from every *tol* are added up, and stipends are awarded to those pandits whose pupils together receive the highest marks in the aggregate.

(b) On the results of the First Sanskrit Examination, 25 stipends of Rs. 8 a month each will be awarded, if a sufficient number of candidates is found eligible, of which one will be reserved for the Bihar Sanskrit Sanjivan, and ten will be awarded according to merit, of

* The stipends for *Nyaya* will be tenable for three years each, the other twenty for two years.

Sanskrit Tols.

which four will be given for proficiency in *Kavya* and Grammar, and six for proficiency in the higher subjects. The remaining 14 will be distributed on the present system above alluded to.

(c) On the results of the Second Sanskrit Examination, 18 stipends of Rs. 10 a month each will be awarded, if a sufficient number of candidates is found eligible, of which one will be reserved for the Bihar Sanskrit Sanjivan, three for Orissa, one for *Nyaya*, and six for backward localities. The remaining seven will be awarded on the present system above described.

(d) On the results of the Second Sanskrit Examination, 16 stipends of Rs. 12 a month each will be awarded, if a sufficient number of candidates is found eligible, of which one will be reserved for the Bihar Sanskrit Sanjivan, one for *Nyaya*, and six will be awarded according to merit, of which two will be given for proficiency in *Kavya* and Grammar, and four for proficiency in the higher subjects. The remaining eight will be awarded under the present system by adding up marks.

(e) The stipends reserved for the Bihar Sanskrit Sanjivan will be awarded to those teachers who are recommended by that Association. Those teachers only will be entitled to the above reserved stipends who do not obtain stipends on other grounds, but whose pupils successfully pass at the Sanskrit First and Second Examinations.

(f) Besides these, there are nine (or ten in every fourth year) Hara Kumar Tagore *tol* stipends, of which four of Rs. 4 each (and one more in every fourth year of Rs. 3) are awarded to teachers on the results of the First Examination, and three of Rs. 5 and two of Rs. 6 are awarded on the results of the Second Examination.

These stipends are reserved for the Calcutta Pandit Sabha, but they may be transferred to other Associations if a sufficient number of candidates is not found eligible.

The stipends for teachers are tenable for one year only.

No. 1 T. **THE GOVERNMENT OF BENGAL** Dr.

To The following stipends payable to pupils in the district on the results of the Sanskrit Examination* for the month 190 :—

No.	Name of pupil.	Name of Association under which he was examined, and year of examination.	Name and residence of teacher with whom he now reads.	Month and year in which the stipend was first drawn, and its duration.	Amount of stipend.	Deduction, if any. (N.B.)	Net amount payable.	REMARKS.
1	2	3	4	5	6	7	8	9

Deputy Inspector of Schools.

CERTIFIED that the amounts of the stipends drawn on previous bills have been duly disbursed to the parties concerned and their receipts have been taken in acquittance rolls and filed in my office.

Deputy Inspector of Schools.

The 190 .

- N.B.*—(1) To retain his stipend for a second year (and in the case of students in *Nyaya* for a third year) a student must annually produce to the Deputy Inspector of Schools a certificate from his Pandit to the effect that he has made good progress in his Sanskrit studies during the preceding year, due allowance being made in cases of illness.
- (2) Absence from his *tol* for more than three months in succession will entail forfeiture of stipend, unless such absence is due to illness, when the period of absence may, with the approval of the Inspector of Schools concerned, be extended to six months.
- (3) Stipends will be drawn and paid by the Deputy Inspectors of Schools of the district, in which the *tol* at which the scholarship is made tenable is situated, the bill being countersigned by the Inspector of Schools.
- (4) Half stipend may be allowed to students who absent themselves owing to illness. No stipend will be allowed during periods of absence to those who absent themselves for any other cause. Before drawing a stipend the Deputy Inspector should obtain a certificate from the Pandit in charge of the *tol* concerned, either that it is due in full, or that deductions are to be made at the specified rates on account of absence.
- * Have insert first or second, as the case may be. Bills for stipends of the first and second examinations are to be drawn separately.

(b) GRANTS-IN-AID TO SANSKRIT TOLS.

The following grants for the encouragement of *tols* were sanctioned by Bengal Government Resolution No. 857, dated the 21st March 1892 :—

- (1) Three stipends to Nadia *tols* at Rs. 100, Rs. 60, and Rs. 50 a month.
- (2) One stipend for the maintenance of a *Nyaya* teacher at the Thomas Gautama *Pathshala* at Revilganj, at Rs. 40.
- (3) One stipend to a *Nyaya* teacher at Puri, at Rs. 80.

D. P. I.
No. 9, ⁷
17 Jany. 1892,
to Govt.

The stipends of Rs. 100 and Rs. 50 are given to the two *Nyaya* Pandits and the stipend of Rs. 60 to the *Smriti* Pandit who may, from time to time, be adjudged by Government to be the most distinguished and deserving among the Pandits of Nadia.

These grants are generally awarded for the Pandits' lifetime; but there is nothing to prevent the Government from transferring any stipend from its present possessor to a worthier claimant.

Bengal Govt.,
Genl. Dept.,
No. 1429, ⁷
29 March 1900.

The same resolution confirmed a monthly grant of Rs. 200 to be utilised in paying subsistence allowance to the *Nyaya* and *Smriti* students at Nadia at the rate of Rs. 4 each a month, except to the students of *pukka* and *cutch* *tols*,* in whose case the allowance was limited to Rs. 2 each per month. Fifty additional stipends of Rs. 2 each per month were sanctioned for the same purpose by Government order No. 1311T.S., dated 14th July 1902.

The Deputy Inspector of Schools, Nadia, will decide to what *tols* and to how many pupils in each of them stipends of the value of Rs. 4 and Rs. 2 each should be allowed out of the Government grant, after excluding from it the remuneration paid to the *tol* clerk and the amount spent on *pujas* and contingencies. After this has been done, the Deputy Inspector of Schools should desire the Pandit of each such *tol* to submit to him the names of those students in his *tol*, who are already in receipt of the allowances and to state which of them are, in his opinion, most fitted to receive the full stipends. If more names are submitted than there are stipends to be awarded, the Deputy Inspector of Schools should decide which of the students ought to get the allowance. If it seems to him that the names of unsuitable candidates have been submitted, the Pandit in charge of the *tol* should be desired to submit fresh nominations, the final decision as to who should be admitted to the allowance resting with the Deputy Inspector of Schools.

The *tol* clerk should be furnished by the Deputy Inspector of Schools with a list of the students entitled to receive the allowance, being ordered at the same time to give no allowance to anyone whose name is not on the list, and to enter no name on the list without written sanction from him. The Deputy Inspector of Schools should also satisfy himself periodically that no one is in receipt of the allowance for a longer period than that prescribed by Government.

* *Pukka tol* means a brick built one and *kutch* means a thatched one. Both these *tols* are private endowments.

Sanskrit Colleges.

No student resident within five miles of Nadia will be eligible for the subsistence allowance, and the grant will be conditional on regular attendance and satisfactory progress on the part of the students. Ordinarily three months' absence, save with the leave of the Deputy Inspector of Schools, will make a student liable to forfeiture of stipend.

A *Nyaya* student can receive the allowance under this head, for a maximum period of 9 years and a *Smriti* student for 6 years.

Bengal Govt.,
Genl. Dept.,
No. 1811T.R.,
14 July 1903.

3.—BHATPARA SANSKRIT COLLEGE STIPENDS.

A GRANT in aid of Rs. 50* a month has been sanctioned to the Bhatpara Sanskrit College, on the understanding that this grant will be devoted to the creation of the following stipends:—

	Rs.
1 <i>Nyaya</i> stipend of Rs. 4, a month to the senior pupil (reading the old system), who also acts as a monitor and pupil teacher ...	4
5 <i>Nyaya</i> stipends of Rs. 3, each ...	15
1 <i>Vedanta</i> stipend of Rs. 3 ...	3
1 <i>Sankhya</i> stipend ...	3
5 <i>Smriti</i> stipends of Rs. 3 each ...	15
4 Stipends for <i>Belles lettre (kavya)</i> at Rs. 2-8-0 each per month ...	10
Total ...	50 (a)

4. The maximum periods for which the stipends will be tenable will be—

- (a) 7 years for a *Nabya Nyaya* student (group A), provided that, if he studies the old system, or *Sankhya* he will be allowed to hold the stipend for an additional term of 3 years;
- (b) 3 years for a *Nabya Nyaya* student (group B);
- (c) 6 years for a *Smriti* student; and
- (d) 4 years for a *Vedanta* or *Kavya* student.

The stipends will be tenable only if the conduct and progress of students to whom they are granted are satisfactory and their attendance is regular.

5. The following additional rules are also approved;—

- (a) No stipends are to be given to local pupils, that is, to those whose homes are within a radius of 5 miles from Bhatpara.
- (b) No stipends are to be awarded to students reading grammar only.

* This grant is made for 3 years at a time; the last Government orders sanctioning the renewal of the grant being No. 293, dated the 22nd January 1907.

- (s) If, at any time, the number of pupils in one department falls below the sanctioned number of stipends, the Principal may, with the sanction of the Inspector of Schools, Presidency Division, award the stipends not taken up in this department to the pupils of another department, provided that no pupil gets more than what is due to him in his own department, and that the total grant does not exceed Rs 50 a month.
- (d) The Principal may, with the permission of the Inspector, allow a student to hold his stipend for one year longer than the period mentioned in paragraph 4 of this letter if owing to ill-health or any other unavoidable reason he fails to present himself at, or pass an examination; but no student should be allowed to hold a stipend if he has failed twice in an examination.
- (e) The award of stipends should be recommended by the Principal of the College, and sanctioned by the Inspector of Schools.
- (f) A preliminary examination in Sanskrit grammar should be held by the Professors before the first award of stipend: and
- (g) The bills should be drawn by the Principal after counter-signature by the Inspector of Schools, Presidency Division.

List of grants and stipends which are now being paid.

	Rs.
(1) Grant-in-aid sanctioned for stipends to students at the Bhatparah Sanskrit College in Government letter No. 1678T.—G., dated the 5th September 1903, and renewed in Government letter No. 293, dated 22nd January 1907, at Rs. 50 a month ...	600
(2) Grants to teachers of four <i>cols</i> in the district of Puri at Rs. 15 a month each, sanctioned in Government letter No. 1781T.—G., dated the 17th August 1905 ...	720
(3) Two stipends at Rs. 30 a month each, one for a teacher of <i>Smṛiti</i> and the other for a teacher of <i>Vedānta</i> in the Puri Sanskrit School, sanctioned in Government letter No. 1781T.—G., dated the 17th August 1905 ...	720
(4) Grant-in-aid of Rs. 25 a month to Dharm Samaj Sanskrit School at Muzaffarpur, sanctioned in the Director of Public Instruction's letter No. 15275, dated the 26th October 1905 ...	300
(5) Grant-in-aid of Rs. 6 a month to the <i>col</i> of Pandit Sitaram Nyayacharyya Siromoni of Murshidabad, sanctioned in Government letter No. 3184, dated the 2nd December 1905 ...	72

Title Examination.

(6) Grant-in-aid of Rs. 10 a month to the Sanskrit <i>tol</i> at Gharisa, in the district of Birbhum, sanctioned in the Director of Public Instruction's letter No. 4663, dated the 5th April 1906	Rs. 120
(7) Grant-in-aid of Rs. 25 a month to the Vidyasagar Memorial Sanskrit School at Karongarh, in Bhagalpur, sanctioned in the Director of Public Instruction's letter No. 16239, dated the 27th November 1906	300
(8) Grant-in-aid of Rs. 70 a month sanctioned for the Sanskrit <i>tol</i> at Sarson Pahitola in the Patna Division in the letter of the Director of Public Instruction, Bengal, No. 8418, dated the 25th April 1907	940
Total	3,772

4.—TITLE EXAMINATION.

REGULATIONS FOR THE EXAMINATION OF CANDIDATES FOR SANSKRIT TITLES.

1. The examination will be held annually in the Calcutta Sanskrit College, Bankipore, Cuttack, Puri, Dacca, Barisal, Rangpur, Kotwalipara, Bakla (Goila), Balasore, Ghatal, Mymensingh, and such other places as the Director of Public Instruction may appoint from time to time on the first Monday in the month of *Phalgun*, and on the three following days, from 12 to 4 P.M. 1st September 1896.

2. Any person, wherever educated, may be admitted to this examination.

3. No one who has not passed the Second Examination in a particular subject shall be permitted to appear at the Title Examination in the same subject, unless he receives special permission from the Principal of the Sanskrit College under exceptional circumstances.

4. Every candidate for admission to the examination should send an application in the subjoined form, together with a fee of Rs. 2, to the Principal of the Sanskrit College, Calcutta, before the first week of *Agrahayana*, 3rd week of November preceding the examination.* Or the date which will be fixed by the Principal, Sanskrit College, and Registrar, Sanskrit Examinations, from time to time. Every such application must be accompanied by a certificate of character from some respectable person, and a certificate, signed by some respectable Sanskrit scholar, showing that the candidate has a reasonable probability of passing the examination, and that he has studied with his teacher for the period mentioned in the application.

* All applications sent per post in an unpaid cover shall be refused. Examination fees may be sent either by postal money-order, or in postage stamps. In the latter case, two annas in addition to the usual fee must be paid.

7. A candidate who fails to pass, or to present himself for the examination, will not be entitled to claim a refund of the fee.

8. A candidate may be admitted to one or more subsequent examinations on payment of the prescribed fee on each occasion.

9. The examination will be conducted by means of written papers, as well as by *vidā voce* test.

10. The written examination will be held on the first three days from 12 to 4 P.M. The examination will be held in *Darsanas* and *Smrities* in Calcutta only. The *vidā voce* examination will be held on the fourth day in *Darsan* and *Smrities*. On the same day candidates for Grammar and *Karya* shall be required to undergo an examination in Sanskrit composition and translation, while those for *Veda*, *Jyotisha*, and *Purana* shall be required to write a short dissertation on a subject connected with the particular branch examined.

D. P. I. No. 6136,
dated 25th August 1899.

11. To pass the examination, a candidate must obtain 40 *per cent* in each paper and 50 *per cent*. of the total number of marks, except in the case of Hindu Philosophy and Astronomy, in which a candidate must obtain 33 *per cent*. in each paper and 50 *per cent*. in the aggregate.

11(a). Those candidates who obtain 66 *per cent*. of the total number of marks or more, in any subject, are placed in the First Division and those who obtain marks above 50 *per cent*. are placed in the Second Division.

12. In calculating marks for ascertaining the relative position of a teacher, the marks obtained in philosophy are always considered as the standard.

13. For the purpose of fixing the relative position of candidates in other branches, a reduction of ten *per cent*. is made in the marks obtained in *Smriti* and of fifteen *per cent*. in *Kavya*, Grammar, *Jyotisha*, and *Purana*.

14. In order that a teacher may obtain a prize, one of his pupils must pass, and his position among his *confreres* is determined by adding the total number of marks obtained by his pupils, excluding only such of his pupils as have failed to obtain one-third of the total marks.

15. Within six weeks after the examination, a meeting of the Examiners shall be held, at which the Principal of the Sanskrit College will preside, for the purpose of preparing a report on the results of the examination for submission to the Director of Public Instruction.

16. A certificate of proficiency, signed by the Principal of the Sanskrit College and the Director of Public Instruction, showing by an appropriate title (*e.g.*, *Kavyatirtha*, *Nyayatirtha*, &c.) the branch of Sanskrit learning which has been studied, shall be granted to each successful candidate.

17. The names of the successful candidates and the titles awarded to them shall be published in the *Calcutta Gazette*.

Government Rewards to Pupils.

18. On the results of the Sanskrit Title Examination, 15 Government prizes, two of Rs. 100, two of Rs. 50, six of Rs. 25, and five of Rs. 20 each are awarded to pupils in order of merit.

Government Rewards to Teachers.

19. Ten Government prizes, two of Rs. 200, two of Rs. 100, and six of Rs. 50 each are awarded to teachers of pupils successful at the Sanskrit Title Examination.

Private Rewards to Pupils.

20. (a) Two Burdwan prizes of Rs. 40 each, one for *Darsan*, and one for *Smriti*.
- (b) One Darbhanga prize of Rs. 19, for any subject of examination.
- (c) One Harakumar Tagore prize of Rs. 25, for *Darsan*.
- (d) Two Jaganmohan Mukerji prizes of Rs. 50 each, one for *Kavya* and one for *Darsan*.
- (e) Two Parvati Devi prizes of Rs. 50 each, one for *Darsan* and one for *Smriti*.
- (f) One Gouri Syam prize of Rs. 4, to be given to an Uriya pupil for any subject.
- (g) Darbhanga stipend of Rs. 13 a month for *Darsan*.
- (h) One Raja Krishnanath Roy stipend of Rs. 4 a month for *Kavya*.
- (i) One Raja Haranath Roy stipend of Rs. 5 a month, for *Darsan*.
- (j) One Raja Loknath Roy stipend of Rs. 6 a month, for one who stands first in *Smriti*.
- (k) One Dewan Krishna Kanta Nandi stipend of Rs. 7 a month, for *Darsan*.
- (l) One Prasanna Kumar Tagore stipend of Rs. 7 a month, for *Smriti*.
- (m) One Hara Kumar Tagore *Keyur* (armlet) for the first man in "*Navya Nyaya*" (*Darsan*) or *Prachin Nyaya*, if none pass in the former subject.

Private Rewards to Teachers.

21. (a) Two Burdwan prizes of Rs. 45 each, one for *Darsan* and one for literature (*Kavya*).
- (b) Hara Kumar Tagore prize of Rs. 45, for *Darsan*.
- (c) Two Rajkrishna Roy's prizes of Rs. 50 each, one for *Darsan* and one for *Kavya*.
- (d) One Kshatramani Devi prize of Rs. 50, for *Smriti*.

CHAPTER XI.

TECHNICAL AND PROFESSIONAL EDUCATION.

1.—THE ART SCHOOL, CALCUTTA.

28, Chowringhee Road, Calcutta.

THE Courses of instruction pursued in the Government School of Art, Calcutta, are in two divisions :—

DIVISION I.

Division I affords a systematic instruction in Drawing and Design for Drawing and Technical Art Teachers, skilled General Draughtsmen, Artisans and Art Workmen, and Designers for Art Industries. It includes special classes for Engineering and Architectural Drawing, Wood-engraving, Lithography and Modelling.

The following are the stages of instruction in Division I :—

Stage I.—Elementary Free-hand Drawing :—

Outlines of simple forms and ornament from “the flat” (i.e., from copies of flat examples). Drawing on the black board.

Stage II.—Advanced Free-hand Drawing :—

- a. *Outline from the flat* :—Ornament, Flowers, Foliage, Human Figure and Animal Forms from copies.
- b. *Outline from the round* :—Model drawing, Outline of Ornament, Figure, etc., from Casts.
- c. *Outline from Nature* :—Flowers, Foliage, etc.
- d. *Drawing from memory.*

Stage III.—Studies in Light and Shade :—

- a. (For General Draughtsmen, Engineering and Architectural Draughtsmen, and for Designers) Ornament, Models, Casts, Flowers, and Foliage in Sepia or in Tempera.
- b. For Wood-engravers and Lithographers, Ornament Models, Casts, Flowers and Foliage, in chalk, pencil or pen.

Stage IV.—Geometrical Drawing :—

- a. Elementary Practical Geometry : drawing to scale ; drawing plans ; sections and elevations from actual measurements of simple objects of furniture and carpentry, such as chairs, tables, doors and windows.

Art School.

- b.* **Advanced Practical Geometry : Orthographic and Isometric Projection : the Projection of Shadows.**
- c.* **Architectural Drawing ; the method of getting out block and fair plans, sections, elevations, etc., to scale ; the study of Styles of Architecture, especially the Oriental ; the forms of mouldings and other decorative details ; the making of working-drawings of the more important details of Architectural construction.**
- d.* **Mechanical Drawing : the delineation of spur and bevel wheels, cams and screws, etc. ; the practice of making working drawings of ordinary kinds of machinery.**

Stage V.—Perspective Drawing :—

- a.* **Elementary Perspective : simple objects in horizontal and vertical plans.**
- b.* **Advanced Perspective : objects in any position in inclined planes ; the Perspective of Shadows.**

Stage VI.—Modelling :—

- a.* **From Casts : Ornaments, Flowers, Foliage, Human Figure, etc., with instruction in casting and modelling.**
- b.* **From sketches, working-drawings, etc., and from nature : Subjects as in previous section.**
- c.* **Exercises in composition.**

Stage VII.—Elementary Design :—

- a.* **Studies of ornament from examples in the school and in the Indian Museum.**
- b.* **Design in outline for different materials.**

Stage VIII.—Elementary Painting :—

Painting Flowers and Foliage in water colour and tempera, with a special view to their treatment in decoration.

Stage IX.—Advanced Design :—

- a.* **Surface : Design applied to textile fabrics, printing and weaving, glass and pottery, decorative mural painting, mosaic work, etc., etc.**
- b.* **Relief : Design applied to carving, chasing, jewellery, metal work, castings, etc., etc.**

Stage X.—Lithography :—

- a.* **In pen and ink.**
- b.* **In chalk.**
- c.* **In colour : simple Chromo-lithography.**

Stage XI.—Wood-engraving :—

- a.* **In monochrome (one block).**
- b.* **In colour (two or more blocks).**

Art School.

The grouping in stages as above is simply for convenience of arrangement. Students do not necessarily follow their numerical order or work through them all. The particular stages and sections to which their studies are directed are determined by the nature of the occupations for which they wish to qualify themselves.

Artisans' Class.

Special instruction in Practical Geometry and Mechanical Drawing from measurement is given to artisans and sons of artisans, not under the age of 12 years, at greatly reduced fees.

COURSES OF INSTRUCTION.

The courses for the various occupations for which the school prepares students are as follows :—

Course for General Draughtsmen, Elementary Drawing Teachers, Industrial Art Workmen, Designers :—

Stages I and II (Sections *a*, *b* and *c*), III (Section *a*), IV (Section *a*), V (Section *a*), VII (Sections *a* and *b*). Time required to pass through this course, from two or three years.

Course for Advanced Drawing and Technical Art Teachers :—

In addition to the elementary Course as above, the following Stages :—II (Section *d*), III (Section *b*), V (Section *b*), VIII and IX (Section *a* or *b*). Time required to pass through this course, two to three years.

Course for Mechanical and Engineering Draughtsmen :—

Stages I, II (Section *b*), III (Section *a*), IV (Sections *a*, *b* and *d*).

Time required to pass through this course, two to four years.

Course for Architectural Draughtsmen :—

Stages I, II (Sections *a* and *b*), III (Section *a*), IV (Sections *a*, *b*, and *c*), VII (Sections *a* and *b*). Time required to pass through this course, from three to four years.

Course for Modellers :—

Stages I, II (Sections *a*, *b* and *c*), VI (Sections *a*, *b* and *c*), VII (Sections *a* and *b*). Time required to pass through this course, from three to four years.

Course for Lithographers :—

Stages I, II (Sections *a*, *b* and *c*), III (Section *b*), V (Section *a*), X (Sections *a*, *b* and *c*). Time required to pass through this course, from three to four years.

Course for Wood-engravers :—

Stages I, II (Sections *a*, *b* and *c*), III (Section *b*), V (Section *a*), XI (Sections *a* and *b*). Time required to pass through this course, from three to four years.

DIVISION II.

This division is intended for those who wish to study Drawing, Painting and Modelling, with a view to becoming Portrait Figure and Landscape Painters, or Sculptors. To be admitted in this division, Painting students must previously have passed in Division I, stages, I, II (*a, b and c*), III (*a*), V (*a*); Sculptors, Division I, stages I, II (*a, b and c*). This rule, however, may be relaxed by permission of Principal in cases where students show special ability.

The course for Painters comprises Drawing and Painting from the cast, still-life, flowers and foliage, from the human figure and the study of anatomy. For Sculptors, modelling from the cast, flowers and foliage, from the human figure and the study of anatomy.

ADMISSION.

Students are not admitted under the age of 15 years, except to the special class for artisans in which the age-limit is 12 years. They will be required to give satisfactory evidence of good character. Printed forms of application for admission may be obtained at the school between the hours of 11 and 4. When filled up, these forms must be delivered to the school clerk together with the entrance fee. Every student will be considered a probationer for the first six months from the date of his entering; at the end of that time, if it should be found that he does not possess sufficient aptitude for the study upon which he has entered to ensure his success in it as a profession, notice to that effect will be given to his parents or guardians, in order that he may enter upon some other pursuit for which his abilities may be better fitted.

FEES.

Division I—For ordinary students, Rs. 3 per month; entrance fee, Rs. 3; for sons of artisans and of industrial art workmen (such as wood and stone carvers, gold and silversmiths, decorative painters, lithographers and engravers) and those who are actually engaged in the same occupations, one rupee per month; entrance fee one rupee. Artisans are admitted to the special Artisan Class at a fee of eight annas per month; entrance fee, eight annas.

Division II—Rupees 5 per month; entrance fee, Rs. 5.

All fees must be paid in advance. They are due on the first day of each month. Any student whose fees remain unpaid beyond the tenth day of the month for which they are due, will be considered to have left the school. In order to be re-admitted, he must again send a form of application, pay a fresh entrance fee, and, if the school be full, wait his turn for admission.

FREE STUDENTSHIPS AND SCHOLARSHIPS.

Free admission is given to a limited number of deserving students in Division I, preference being given to sons of artisans or teachers who intend to follow their fathers' profession. Scholarships to the total amount of Rs. 75 per month are allowed by Government. These are awarded on the result of the Annual examination in Division I. Free-studentships and scholarships are not given in Division II, except in very special cases of students with small means who show marked original talent.

EXAMINATIONS AND CERTIFICATES.

Examinations in all the stages of instruction are held annually, and certificates are awarded to successful students. Students who obtain certificates are eligible for appointments in Government Departments as Elementary or Advanced Drawing Teachers, Technical Art Teachers, Draughtsmen and Designers.

Passed students of the Calcutta School of Art will obtain certificates signed by the Principal of the School and countersigned by the Director of Public Instruction, in which they will be styled as passed students. The names of the passed students are published in the Gazette under the signature of the Director of Public Instruction.

Bengal Govt.,
Genl. Dept.,
No. 1275,
12 March 1902.

2.—COMMERCIAL CLASSES.

(a) THE CALCUTTA COMMERCIAL CLASSES.

(1) Arrangements have been made for instruction and examination in two different courses of study—one to be a complete course, every part of which shall be obligatory, and the other to consist of a series of lectures or classes, all or any of which may be attended at option. The lectures in the former course shall be delivered during the day, while those in the latter shall be delivered in the evening only.

Bengal Govt.,
Genl. Dept.,
Notification
No. 1984,
11 April 1905.

(2) The following shall be the subjects prescribed for the day course:—

- (i) English (modern), and especially English correspondence, including commercial correspondence, letter-drafting and *précis*-writing;
- (ii) arithmetic, including commercial and mental arithmetic;
- (iii) one of the following languages: namely, Bengali, Hindi, Urdu, Uriya, French, German or Latin;
- (iv) one of the following subjects: namely, book-keeping, shorthand-writing or type-writing; and
- (v) commercial history and geography.

Courses of study, and
delivery of lectures.

Day course.

Commercial Classes.

The course shall extend over a period of two years ; at the end of which an examination shall be held in the prescribed subjects, in all of which the candidates will be required to pass. No candidate will be allowed to pass, unless his answers on every subject are written in a good, legible hand-writing.

Evening course.

(3) The following shall be the subjects prescribed for the evening course :—

- (i) outlines of political economy ;
- (ii) banking and currency ;
- (iii) commercial and industrial law ;
- (iv) annuities and insurance ;
- (v) book-keeping ;
- (vi) shorthand-writing ;
- (vii) type-writing ; and
- (viii) English (modern).

In these subjects special examinations shall be held, candidates being allowed to take up each separately and to obtain certificates of having passed in it.

(4) Certificates shall be awarded by the Education Department to students passing the examinations, and shall require endorsement by the Secretary to the Bengal Chamber of Commerce, and lists of successful candidates, without classification, shall be published by that Chamber and by the Bengal National Chamber of Commerce.

Award of certificates,
and publication of re-
sults.

Admission.

(5) There will be no age-limit for candidates for either course.

Candidates who have passed the "C class" examination of High schools or the Entrance examination will be eligible for admission to the day course, but others will be admitted only if they satisfy the Education Department, by passing a preliminary test-examination of a similar standard, that they have sufficient general education to enable them to derive advantage from the lectures. Candidates who have not attended the lectures in the day course, will be allowed to compete at the examination only if they have passed the Entrance or the "C class" examination, or satisfied the Education Department, by passing a preliminary test-examination, that they have a reasonable prospect of success. The form of certificate to be issued to students who have passed this examination, as laid down in paragraph (2) above, shall show whether the student has passed the "C Class" or Entrance examination or not, and also whether he has duly attended the lectures prescribed for the day course. Those only who have passed the "C class" or Entrance examination, and after attending the full day course of lectures have passed the prescribed examination, will be considered to be eligible for the full commercial certificate.

Candidates who have attended the lectures in the day course will be eligible for admission to the evening course, and allowed to compete at the examinations ; but others will be admitted and allowed to compete only if they satisfy the Education Department, by passing a preliminary test-examination, that they have sufficient general education

Commercial Classes.

to enable them to derive advantage from the lectures, or that they have a reasonable prospect of success, as the case may be. The certificates issued on the result of the examination in this course, as laid down in paragraph (3) above, shall show whether the students have attended the lectures prescribed for the day course and have passed such examination, and also whether they have attended the evening course of lectures.

(6) The fees shall not exceed Rs. 3 *per mensem* payable for the whole school year for the entire day course, and the like sum for each series of fifteen lectures in the evening course on—

Fees.

- (i) banking and currency ;
- (ii) commercial and industrial law ;
- (iii) annuities and insurance ; and
- (iv) English (modern).

The fee for each course of thirty-two lectures on the outlines of political economy shall be Rs. 5.

As the evening lectures on book-keeping, shorthand-writing and type-writing will be on advanced portions of those subjects, and will continue over a considerable period, the fee for each course shall be Rs. 10.

(7) The setting of the papers for the examinations will be left to an Examination Board, which shall be constituted for the purpose by the Director of Public Instruction, and upon which the Education Department, the Bengal Chamber of Commerce, and the Bengal National Chamber of Commerce shall be represented.

(8) Three gold medals, offered by the Remington Type-writer Company, shall be awarded on the results of the examination on the evening course of lectures on type-writing to the three students awarded the highest marks for efficiency.

Prizes.

Should any other prizes be offered hereafter, the fact will be announced, and the terms on which they are offered for competition published in due course.

(9) The evening course of lectures on political economy began on the 7th March last. The new classes in the day course will be opened next June.

Opening of classes.

2. The Government of Bengal will be prepared to consider applications for grants-in-aid, which will probably take the form of contributions towards the salaries of the necessary lecturers, to enable other colleges and high schools to introduce schemes of education on the lines laid down in the case of the Presidency College by the prospectus above ; but these will be dealt with separately, and considered on their merits as they are received.

3. Four scholarships, of Rs. 16, Rs. 12, Rs. 8 and Rs. 8 *per mensem*, tenable for two years, respectively, are, under existing arrangements, available for candidates admitted to the day course who have passed the "C class" examination ; and candidates who have obtained similar scholarships at the Entrance examination will be permitted to hold them during the day course.

**(b) COMMERCIAL CLASS AT THE VICTORIA BOYS' SCHOOL,
KURSEONG..****SYLLABUS.****FIRST YEAR.****1. *English*—**

- (a) Literature, *i.e.*, the reading of English Classics.
- (b) Composition.
- (c) Grammar and Analysis.

2. *Arithmetic*—

- (a) The revision of the ordinary rules of Arithmetic and “tots.”
- (b) Mental Arithmetic, special attention to be paid to rapidity and accuracy.

3. *Geography*.—A revision of the Geography of the world. The subject to be treated in such a way as to lead logically to the study of Commercial History and Geography taken together, *i.e.*, the history of commerce as determined by all those features of the world which the science of Geography takes into consideration.

4. *History*.—The History of India and the British Empire treated generally.

5. *Vernacular Language*.—Bengali or Hindi. Written and colloquial.

6. *Shorthand*.—Pitman's system, the rudiments.

7. *Type-writing*.—The touch method (rudiments).

8. *Algebra (Optional)*.—Quadratic Equations and Surds.

SECOND YEAR.

1. *English*.—The same as the first-year course, but Grammar and Analysis will be dropped and less time given to general composition. Précis-writing and business correspondence will be begun.

2. *Arithmetic*.—Calculations connected with weights and measures, interest, discount, stocks and stock shares.

3. *Commercial History and Geography*, *i.e.*, the History of Commerce as determined by all those features of the world which the science of Geography takes into consideration.

4. *Bengali or Hindi*.—Colloquial and written.

5. *Shorthand*.—Pitman's Middle Course. Speed to be aimed at 75 words a minute.

6. *Type-writing*.—Transcription from printed matter at the rate of about 25 words a minute. Corrections and changes in the copy to be indicated by means of the marks commonly employed by proof-readers.

7. *Algebra (Optional)*.—Progressions, Permutations and Combinations, the Binomial Theorem.

At the end of the second year a test examination shall be held in the following subjects :—

- (1) English.
- (2) Arithmetic.

- (3) Commercial History and Geography.
- (4) Bengali or Hindi.
- (5) Shorthand.
- (6) Type-writing.

Students failing to satisfy the examiners in this examination, shall either be asked to leave the school, or be compelled to spend another year studying the second-year course.

THIRD YEAR.

1. *English*.—The same, but more advanced.
 2. *Arithmetic*.—Calculations connected with Insurance and Annuities, and the application of Arithmetical methods to Commercial problems generally. Students who take Algebra, shall study the application of the methods of Algebra to Commercial calculations.
 3. *Commercial History and Geography*.—The same, but more advanced.
 4. *Bengali or Hindi*.—Colloquial and written.
 5. *Shorthand*.—Pitman's advanced course. Speed to be aimed at 130 words a minute.
 6. *Type-writing*.—Touch method, advanced speed practice from long hand. Transcription from shorthand and manuscript, in which interlineations, emendations, and marginal additions have been made. Speed to be aimed at in transcription from shorthand and manuscript, 15 words a minute.
 7. *Book-keeping*.—Single entry or double entry.
- Optional subjects*.—Arrangements will also, if possible, be made whereby specially promising students may study one or more of the following subjects:—
- (a) Outlines of Political Economy.
 - (b) Banking and Currency.
 - (c) Commercial and Industrial Law.
 - (d) Annuities and Insurance.

A student may offer any one or possibly two of the subjects for examination as a special subject.

The Certificate Examination.—At the end of the three years' course an examination for the purpose of granting certificates shall be held by the body appointed by the Government of Bengal to conduct the examinations of the Commercial Classes at the Presidency College. All the subjects specified for the third-year course shall be offered for examination. No separate paper shall be set in Algebra, but one paper shall be set in Mathematics, in which students who have studied Algebra will be able to show their knowledge and score marks accordingly. The test in the Vernacular language shall be both colloquial and written. Marks shall be deducted for bad spelling, and no paper which is not legibly and neatly written shall be looked over. The conditions of the examination shall be hereafter prescribed by the Examination Board above referred to.

3.—ENGINEERING COLLEGE, SIBPUR.

For detailed information in connection with the Civil Engineering College, Sibpur, the College Calendar may be consulted.

4.—ENGINEERING SCHOOL, BIHAR.

THE Bihar School of Engineering is under the management of the Principal of the Patna College, assisted by a Board of Visitors. It owes its origin to a fund raised by the residents of Bihar to commemorate the visit to India of His Majesty the King when Prince of Wales. The object of the fund was the promotion of technical instruction in Bihar. The School was formally opened on the 11th July 1896 by His Honour the Lieutenant-Governor of Bengal.

2. The number of students admitted to the first-year class of each year will be limited to 60. Preference is to be given to Biharis. Failing, however, a sufficient number of Bihari applicants, students who are natives of other Provinces may be admitted, preference being given to Bengalis domiciled in Bihar over non-domiciled Bengalis or other applicants.

As far as accommodation is available, students who have passed the final "B" class examination will be admitted to the second-year class, provided they are not over 21 years of age, preference again being given to Biharis and domiciled Bengalis.

3. The School as at present constituted is chiefly engaged in training students for appointment as Sub-Overseers and Overseers.

The curriculum includes—

- (1) A sound study of Elementary Mathematics.
- (2) Careful training in Survey work.
- (3) Drawing, both Freehand and Engineering.
- (4) Elements of road-making and the construction of simple buildings.
- (5) Workshop practice, with hand tools and machinery.

Students are prepared for the Overseer certificate of the Public Works Department. The necessary additional buildings have now been completed, and Government has agreed to reserve one appointment annually for a qualified student from this School, who must be a Bihari by race.

4. The session commences early in July.

5. In the Overseer Department, which corresponds to the Apprenticeship Department of the Sibpur College, the monthly fee is Rs. 1-8 except for non-domiciled Bengalis, who shall pay Rs. 3. All scholarship-holders, however, receive free tuition. Government scholarships of the value of Rs. 7 a month, tenable for one year, are awarded each year on the results of the annual examinations, *six* being tenable in the second-year class, *six* in the third-year class, and *six* in the fourth-year class. Of the scholarships attached to the school, 75 per

cent. are to be reserved for those students who are Biharis by race. The teaching is in English.

6. Candidates for admission to the Overseer Department must be under 20 years of age, and must have passed one of the tests mentioned below :—

- (1) The Entrance examination of an Indian University in English and Mathematics.
- (2) Standard VII of the Code of European Schools.
- (3) Students who have not passed either of these tests, and who are otherwise eligible, will have to pass an examination in English and Mathematics (of about the same standard as the Entrance examination of the Calcutta University, in these subjects) to be held by the Principal of the Patna College on two successive days early in July (from 8 A.M. to 9 A.M. each day).

7. Candidates for admission must apply to the Principal not later than the 30th June. Their application must give the following particulars :—

- (a) Name, address, and occupation of father or guardian.
- (b) Race and religion. *A domiciled Bengali must produce evidence to show that his father with his family have taken up his residence in Bihar.*
- (c) A certificate of good moral character from the last head-master.
- (d) An attested certificate of age (showing that he is under 20 years of age).
- (e) A medical certificate showing him to be fit for employment in the public service.
- (f) A certificate of having passed either of the first two of the three tests mentioned above, failing which the application will be kept pending, till a certificate showing that the candidate has passed the third test is given to the Principal.

8. There is also an Amin Class, admission to which may be obtained by students who do not know English. In the Amin Class, the course of study is for one year, and the monthly fee is Re. 1. An Amin student is taught Elementary Surveying with a corresponding amount of Mathematics and of Geometrical Drawing. He will not be admitted to the Workshop. A student in the first-year class of the Overseer Department, who fails to pass the examination for promotion to the second-year class, but who has shown an adequate knowledge of Elementary Surveying and the other subjects taught in the Amin Class, may, at his option, leave the school with an Amin certificate.

Candidates for Amin Class, who have not passed the Middle English or Middle Vernacular examination, will be examined at the school on the day following the opening day; candidates failing at this examination will not be admitted.

9. Except in very special cases, a student will not be admitted to the Amin Class for the session that commences early in July unless application for admission is made before 30th June.

10. All candidates for admission to the School should present themselves personally at the School on the day preceding the day of the opening of the school.

11. There is a hostel in connection with the school. The fees are Re. 1-8 for room and Re 1 for light. Students make their own mess arrangements. Students joining the Overseer classes must reside in the hostel unless they are residents with parents or with nearly related guardians whose homes are near enough to enable them to attend the school at the required times. The Principal of the College will decide whether a student should reside in the school-hostel or whether the guardian proposed can be accepted as such.

5.—SURVEY SCHOOL, CUTTACK.*

Established, 1st March 1876.]

I.—The Government Survey School at Cuttack is under the general supervision of the Principal of the Ravenshaw College.

II.—The number of admissions to the first-year class of each year is limited to 50, of whom only 20 can be other than Uriyas or Bengalis domiciled in Orissa; but should the number of eligible Uriya (or domiciled Bengali) candidates fall below 30, the vacancies thus occurring can be given to non-Uriya candidates.

III.—The session usually begins in the last week of June. All applications for admission should be made to the Principal of the Ravenshaw College on or before the 15th June previous to the commencement of the session, and should furnish the following particulars:—

- (a) Name, address and occupation of father and guardian.
- (b) Race and religion.
- (c) Age of the candidate (which must not exceed 20 years).

IV.—Candidates for admission must submit satisfactory evidence that they have read up to the first class of a high English school or, in the case of Uriya (or domiciled Bengali) candidates, have at least passed the Middle English examination or have passed the annual examination of the 5th class of a high school.

V.—Each candidate must produce at the time of admission a certificate showing good moral character, and also a medical certificate of good and sound health from an Assistant Surgeon.

VI.—No student who fails to pass the final examination of a Survey School or does not bring a transfer certificate under the ordinary transfer rules will be permitted to join the second-year class after the 31st July.

VII.—The admission-fee is rupee one and the monthly fee rupee one, but Government scholars receive free tuition.

* It has been decided that arrangements should be made at once to enable this school to teach the complete Sub-Overseer Course. Ultimately arrangements will be made to enable the school to teach the complete Overseer Course.

Survey School.

VIII.—There are six Government scholarships, which are awarded each year to only the best Uriya students and domiciled Bengalis permanently settled in Orissa on the results of the annual examination of the first-year class.

IX.—The course of study in the school extends over two years and the students are required to attend at least 75 per cent. of the working days.*

X.—The successful students at the annual examination of the first-year class are usually promoted to the second-year class; but those who wish may, at their option, leave the school with an amin certificate† from the Head Master of the school. The successful students of the final Survey Standard examination receive certificates from the Director of Public Instruction, Bengal.†

The curriculum of each-year is detailed below:—

FIRST-YEAR CLASS.

Mathematics.

Arithmetic, whole; Algebra, up to fractions; Geometry, Books II, and III.

Mensuration—Lines and surfaces.

Drawing.

Practical Geometry; Geometrical figures; Construction of scales—simple and diagonal; Map-drawing; Plotting; and Conventional signs.

Surveying.

Theoretical—Chain, compass, plane-table and levelling.

Practical—Survey of open country with chain only.

Survey of village and town with chain and compass.

Professional system of cadastral survey.

Levelling.

Estimating.

Of simple buildings.

Projection.

Of lines and planes.

SECOND-YEAR CLASS.

Mathematics.

Algebra, up to simple equations.

Geometry, the first six books.

Mensuration, the whole.

Trigonometry, solution of triangles and use of logarithms.

* These students ordinarily get appointments as Civil Court and Settlement Amins and Work Barkars under Public Works Department and Road Cess.

† These students ordinarily get appointments as Kanungoes and Sub-Overseers or Surveyors under Public Works Department, Road Cess, Municipalities, Railways and Tributary Mahals and inspectors in Settlement.

*Survey Examination.**Drawing.*

Orthographic projections; Engineering drawings (plans, elevations and sections of buildings, arches, culverts and bridges); plotting of maps of fields on different scales; colouring and enlarging and reducing maps, &c.

Surveying.

Theoretical and practical.

Theodolite survey (Gale's Traverse system and triangulation) plane-table; levelling and laying out of curves, &c.

Engineering.

Elements of road-making, including laying out of curves.

Estimating.

Buildings, culverts and earthwork.

6.—SURVEY EXAMINATION FOR PLEADERS.

Bengal Govt.,
Judl. Dept.,
Resolution
No. 2724J D.,
24 Sepr.
1904.

Under orders contained in the Resolution of this Government, dated the 9th October 1901, which was published in the *Calcutta Gazette* of the 16th October 1901, an examination was instituted, which has since been held yearly at the Sibpur, Patna, Dacca and Cuttack Colleges, for the purpose of testing the knowledge in surveying of Pleaders desiring to qualify themselves for execution of commissions under section 392 of the Code of Civil Procedure. Since the issue of that Resolution, examinations have been held annually for three successive years, with the results noted below:—

	1902.		1903.		1904.		
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	
Sibpur	...	29	20	51	37	70	29
Dacca	...	21	15	19	12	63	38
Patna	...	26	10	8	6	16	4
Cuttack	...	4	3	4	4	19	13

2. It has been reported by the authorities of the Education Department who arrange for these examinations that a large number of candidates who present themselves for examination have very little knowledge of practical survey, and that under the present conditions of the examination incompetent persons may be declared to have passed. The orders for conducting the examination, which are contained in the Resolution above cited, have accordingly been carefully reconsidered by the Lieutenant-Governor, in consultation with the Hon'ble Judges of the High Court, the Legal Remembrancer and

Both in the theoretical and in the practical subjects.

* N.B.—There is a boarding-house for mufassil students; but the number of beds available is limited, and applications for them should be made in time to the Resident Superintendent of the hostel.

Survey Examination.

the Director of Public Instruction, Bengal; and in modification of those orders the following revised rules are prescribed:—

- (1) When a commission issued by a Civil Court under section 392 of the Code of Civil Procedure is of such a nature as to require that the person executing it should have some knowledge of surveying, it should ordinarily be issued only to a person who holds a certificate of proficiency in surveying: provided that a District Judge is not precluded from issuing a commission of the kind to salaried Amins in districts in which they still exist.
- (2) Certificates of proficiency in surveying will be granted to Pleaders who pass yearly examinations to be held for this purpose in February at the Sibpur, Patna, Dacca and Outack Colleges. Only Pleaders practising in the Courts of the Province will be eligible for examination.
- (3) The examination will test the candidates' knowledge in chain and compass surveying, plane tabling, levelling, plotting the use of the theodolite, and the permanent and temporary adjustment of instruments. The pass marks will be 50 *per cent.* in each test in the field, and 40 *per cent.* on the paper.
- (4) Applications for admission to appear at the examination should in the first place be submitted to the District Judge in whose Court or in Courts subordinate to whom the Pleader ordinarily practises. The District Judge will require evidence from all applicants that they have undergone some training in practical surveying. He will not countersign the application of a candidate who fails to satisfy him on this point; nor will such a candidate be permitted to appear at the examination.
- (5) Candidates should forward their applications, after countersignature by the Judge, together with a fee of Rs. 30, to the Director of Public Instruction, Bengal, on or before the 15th of December, and should state the centre at which they desire to be examined.
- (6) Certificates granted at these examinations will be accepted by District Judges for the purpose stated in Rule 1, but will not be available for any other purpose.

ANNUAL EXAMINATION OF PLEADERS IN SURVEYING.

1. The application should state the centre at which the candidate intends to appear, and all particulars as to the length of time the applicant has practised in the Court, and the full address, etc., necessary to secure that letters will reach the applicant.

2. Each application should be accompanied by the prescribed fee of Rs. 30,* which will in no case be refunded.

3. Only Pleaders practising in one of the Courts of the Province of Bengal will be eligible for the examination.

* The fee must be deposited in the Bank or local Treasury, and the receipts for the same should accompany the application. On no account will cash or a money-order be received.

Survey Examination.

4. The examination will be held at three centres, viz., Patna, Cuttack and Sibpur.

5. The subjects for examination are noted below:—

- (1) Paper on General Elementary Surveying, including the theodolite and levelling.
- (2) Practical examination in the field in—
 - (a) Chain, and chain and compass surveying.
 - (b) Plane-tabling.
 - (c) Plotting.
 - (d) Levelling.
 - (e) The use of the theodolite and the permanent and temporary adjustment instruments.

6. Candidates are required to secure 40 *per cent.* of the marks in the paper on surveying, and 50 *per cent.* in the practical portion of the examination.

PRACTICAL SURVEYING EXAMINATION FOR PLEADERS.

FORM OF APPLICATION.*

TO—THE DIRECTOR OF PUBLIC INSTRUCTION, BENGAL.

SIR,

I REQUEST permission to appear at the Survey Examination for Pleaders to be held in February 1907, under Government order No. 2047J.—D., dated 9th October 1901.

The Treasury receipt for Rs. 30 paid as fee is sent herewith.
I wish to be examined at the _____ centre.

I have the honour to be,

SIR,

Your most obedient servant,

Dated _____

Particulars to be filled up by the Candidate.

- (1) Name.
- (2) Father's name.
- (3) Residence.
- (4) Name of the district where the candidate
is practising as a Pleader ...)
- (5) Date of obtaining B.L. Degree, or of
passing the Pleadership Examination ...)
- (6) Where the candidate wishes to be examined.
- (7) Caste or creed.

*The application is to be submitted through the District Judge in whose Court, or in Courts subordinate to whom, the candidate ordinarily practises as a pleader.

7.—STATE TECHNICAL SCHOLARSHIPS FOR NATIVES OF INDIA.

In the year 1903, His Majesty's Secretary of State for India sanctioned, as a provisional measure, the institution of a certain number of scholarships, tenable by natives of India, in Europe or America. The purpose of these scholarships was to provide for natives of India that higher technical education which might qualify them to assist in promoting existing native industries, and developing new industries, wherever this might be possible. Technical education for this purpose was defined as—(a) the study of the scientific methods and principles underlying the practice of any handicraft, industry or profession; and (b) the application of these methods and principles to the handicraft, industry or profession in question. Law, medicine, forestry and veterinary science being already provided for, were not included among the subjects to be studied by the holders of the technical scholarships, and agriculture was excluded from the scope of the scheme. As far as Bengal was concerned, it was decided that the mining industry offered the most favourable field for the initiation of the experiment, and the scholarships hitherto awarded on the recommendation of the Government of Bengal have been utilised for the encouragement of that industry. Eleven State technical scholars have been sent from Bengal in the four years 1904 to 1907.

Bengal Govt.,
Genl. Dept.,
Notification,
No. 1798,
16 March 1908.

2. The Government of India have now decided to award, during the year 1908 and the following years, one scholarship annually to each Province, provided that the Local Government or Administration concerned has a suitable candidate to nominate, and that its recommendation is submitted in accordance with the principles which are stated in paragraph 5 below, and that the industry to be studied is either already developed or in the process of development.

3. It may, however, sometimes happen that, owing to the dearth of eligible candidates in certain Provinces, two or more scholarships may on occasion be available for allotment to other Provinces. If, therefore, a Local Government is in a position to recommend confidently more than one candidate, such recommendation may be submitted to the Government of India. In such cases the candidates need not necessarily be selected for the same industry.

4. As regards the current year, it has been decided, after consultation with representatives of the mercantile and industrial communities, that the industry to be primarily encouraged is the mining industry. It has further been decided that the industry which should be considered as coming next to the mining industry as regards its claims to encouragement, is the leather tanning industry. One candidate will, if possible, be recommended for a scholarship in connexion with the mining industry. The question whether, in the event of this Government recommending to the Government of India more than one candidate, the selections will be made for the mining industry alone, or for both the mining and the leather tanning industries, will depend largely on the character of the applications received.

Scholarships.

5. The principles in accordance with which recommendations for scholarships will be submitted to the Government of India are as follows:—

- (a) In making selections, Government will bear in mind the fact that it will be necessary for the students to have a competent knowledge of English, or of the language of any other country to which they may be sent.
- (b) Government will also be guided by considerations of the capacity and intelligence of applicants, and of the practical interest shown by them in the industries selected, as also the assurance which they may afford that they will continue to devote themselves to the industries selected on their return in India. These being matters which cannot be decided by competition, it is to be understood that the scholarships are not to be regarded as prizes, for which every one has a right to claim an equal opportunity of competing.
- (c) As a general rule, a scholar, before being nominated, should have received the best technical education available in the Province in the particular industry which he proposes to study. The standard of this education differs in different industries, and each may be considered on its own merits. Even if the standard of technical education in a particular industry is low, the scholar may be nominated, if he has availed himself of the best facilities obtainable, and shown an interest in the industry selected.
- (d) No age limit is fixed for scholars, but an age limit may, at the discretion of Government, be fixed for any particular scholarship for which it invites applications.

6. The following are the conditions and terms on which the scholarships are tenable:—

- (a) The value of the scholarships has been fixed at £150 a year, exclusive of fees payable to the institutions, where the scholars will study, and travelling expenses; but in special cases Government will consider proposals for increasing the amount of the scholarships.
- (b) In ordinary circumstances the period for which a scholarship is tenable will be two years, but in special cases it may be increased to a third year, or, on the other hand, it may be reduced below even two years.
- (c) The scholarships are tenable in foreign countries as well as in Great Britain, and are payable from the date on which a scholar reports his arrival in the country which he may have selected for the purpose of study.
- (d) The scholarships are tenable by persons who are natives of India within the meaning of section 6, Statutes 33 and 34 Vic., Cap. 3.

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(e) The scholars, while in England or elsewhere, will be under the supervision and control of the Secretary of State. The conditions under which they will hold the scholarships are given in the "Rules for Indian Government Technical Scholars in England," a copy of which is attached to this notification.

7. It is essential, not only in the interests of the scholars themselves, but also in order to avoid unnecessary extensions of scholarships, that the beginning of the period of the scholar's residence in England should coincide with the opening of the academical session of the institution which they propose to enter. It has accordingly been arranged, in consultation with the Secretary of State, that scholars shall report themselves in England not later than the middle of September. It has also been ascertained that it is of no advantage to them to reach England earlier than this, and that consequently they should not ordinarily leave India before the middle of August.

8. Government does not guarantee to provide scholars with employment on their return to India.

9. All applications for scholarships to be awarded during the year 1908 must reach the Director of Public Instruction on or before the 5th April 1908. This notification is issued in lieu of the notification issued by the Director of Public Instruction and dated the 23rd October 1907.

10. Applicants for scholarships must file certificates as to—(1) moral character and antecedents; (2) educational qualifications; (3) knowledge of the language of the country in which the scholarship is to be held; and (4) physical fitness. Candidates must name the country to which they propose to proceed, and the course of studies which they propose to take up while in receipt of scholarships. They should also state whether they have had any actual experience of the industry or industries for which the scholarships are offered.

11. If more than one duly qualified candidate is available, endeavour will be made to reserve one nomination for a Hindi-speaking candidate. If, however, no such candidate is forthcoming, some other qualified candidate who may apply will be recommended.

RULES FOR INDIAN GOVERNMENT TECHNICAL SCHOLARS IN ENGLAND.

1. Every scholar shall, on reaching England, at once present himself to the Secretary, Judicial and Public Department, at the India Office, and report his arrival in writing.

2. Every scholar shall, without any unnecessary delay, inform the Secretary of State to which University or College he is about to proceed, and shall at once take steps to enter himself thereat.

3. Every scholar shall, within four weeks of reaching England, submit, for the approval of the Secretary of State, a statement showing

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the general course of study he proposes to follow; and the course approved shall not be changed without the sanction of the Secretary of State.

4. Every scholar shall, at the end of each term of residence at a University or College, submit to the Secretary of State a certificate from the proper University or College authority showing that his residence, conduct and progress in study have been satisfactory during the term.

5. Every scholar shall at all times obey such instructions as he may receive from the Secretary of State.

6. Subject to a due compliance with the above conditions, the allowance, at the rate of £150 a year, for two years, or three years, if so determined, will be paid quarterly, in advance, by the India Office, commencing from the date of the scholar's reporting his arrival in England; but this allowance shall be reduced by the amount of any other sum which may become payable to him out of the revenues of India in respect of residence at a University or College during the same period or any part of it, but not in respect of University or College fees, the cost of which will be separately defrayed by the Secretary of State.

The necessary travelling expenses of scholars, by second class, or by third class if no second class be available, will also be separately defrayed by the Secretary of State; these should be claimed on forms obtainable from the Accountant-General, India Office, S. W.

Charges for hotel bills are not defrayed.

7. Every scholar will forfeit his scholarship, who not being disabled by illness or prevented by any other cause which the Secretary of State may consider sufficient fails to complete the required term of residence in England according to the terms and conditions approved by the Secretary of State under rule 3, or who is guilty of misconduct or disregard of the orders of the Secretary of State. If a scholarship be forfeited, the scholar will lose his claim to a free return passage to India, and will further become liable to refund the cost of his free passage to England.

8. The scholars will be under the special supervision and charge of the Political Aide-de-Camp to the Secretary of State, through whom the necessary orders will be given, and to whom all reports and other communications respecting them should be sent.

CHAPTER XII.

TEXT-BOOKS.

1.—PRINCIPLES TO BE FOLLOWED IN THE SELECTION OF TEXT-BOOKS.

Resolution No. 64—74, dated the 8th February 1900, by the Govt. of India, Home Dept.

“RESOLUTION.—The principles which should be followed in the selection of text-books in schools were affirmed by the Government of India several years ago. An investigation into the manner in which these principles have been followed in practice has satisfied the Governor-General in Council that the directions of the Government of India have not unfrequently been ignored or contravened, and that it is desirable to issue fresh instructions based on those laid down in the past, and to take steps to ensure that these are strictly carried into practice. In the present orders the Government of India propose to confine themselves to a consideration of the question, as it affects primary and secondary schools and the lower classes of high schools which are not engaged in the study of text-books prescribed for the University examinations. Before proceeding to state the principles that should be followed in selecting text-books for schools of this character, the Government of India think it desirable to give a brief account of the manner in which the existing orders on the subject originated.

“2 After considering, in communication with Local Governments and Administrations, the recommendations of a Committee appointed in 1877 to inquire into the system of prescribing school books and to devise a complete scheme for general observance, the Government of India in the Home Department Resolution No $\frac{1}{3-13}$, dated 10th January 1881, issued instructions as to the manner in which text-books should be selected. The principles then formulated were:—

- (1) that provincial series of English and vernacular text-books should be maintained in preference to a single Imperial series;
- (2) that the preparation and maintenance of the series of text-books for each Province should be left to the Local Governments assisted by Standing Committees, of which it was contemplated that the Directors of Public Instruction should be *ex-officio* Presidents;

- (3) that these Committees should contain a fair intermixture of independent members, whose choice of books could not be set down to professional or departmental bias ;
- (4) that the Committees of the different Provinces should communicate with one another, in order that each might benefit by the experience of the others ;
- (5) that aided schools need not be restricted to the use of text-books authorised for Government institutions.

“ 3. The Education Commission were instructed to inquire what practical steps were being taken to give effect to these orders in the case of both Government and aided institutions. The Commission (paragraph 388 of their report) limited the number of their recommendations on the subject of text-books, because they did not consider it necessary to repeat the principles affirmed by the Government of India in 1881. They noticed, however, that the orders of 1881 had been imperfectly carried out in respect of the inclusion of independent members of the Standing Committees and the interchange of information between the Committees of different Provinces. They accordingly recommended that the Committees should include qualified persons of different sections of the community not connected with the Department, and that the Text-book Committees of the different Provinces should act, as far as possible, in concert, and should communicate to each other lists of English text-books and (in the case of those Provinces which have any common language) of vernacular text-books which are satisfactory and lists of books which they consider to be wanting or inadequate. The few remaining recommendations of the Commission of a general character in regard to text-books referred to subjects not dealt with in the Resolution of the Government of India of 10th January 1881. It is only necessary here to refer to one of those recommendations, viz., that to the effect that care should be taken to avoid, as far as possible, text-books which are of an aggressive character or likely to give unnecessary offence to any section of the community.

“ In approving these recommendations, the Government of India stated that they attached much importance to the work of Text-book Committees, and that the whole question of text-books as discussed by the Education Commission in paragraphs 375—388 of their report was deserving of the special attention of Local Governments.

“ The Government of India have not, since they approved the recommendations of the Education Commission, issued any further general instructions regarding the selection of text-books.

“ 4. The information which has recently come before the Government of India in response to an inquiry as to the manner in which the system of selecting text-books has been working shows that the cardinal principles, laid down by the Supreme Government in 1881 and reaffirmed in the report of the Education Commission and the orders upon it, have in some Provinces been gradually allowed to fall into disuse until the existing practice has ceased to conform to the directions of the Government of India. The result is that there is an absence

of uniformity in the principles which regulate the selection of text-books in different parts of British India, and that in some Provinces the functions of the Local Government as the final authority by which text-books should be prescribed have been abdicated either in favour of the Educational Department or of the Text-book Committee.

“5. The question of the constitution of the Committees may be first referred to. The Government of India contemplated that the President of the Committee in each Province should be the Director of Public Instruction, and that, among those associated with him, there should be a certain number of independent gentlemen. In the North-Western Provinces and Oudh, the Punjab, Burma, the Central Provinces, and Assam, the Director is the President of the Committee. In Madras the President of the Committee is a Professor at a private college. In Bengal there are three Committees. The Central Committee is presided over by a Judge of the High Court, and the Bihar and Orissa Committees by non-officials. In the Hyderabad Assigned Districts there is no Committee at all. In Bombay there is no Committee for the examination of books in secondary schools. There are four Divisional Committees (the Kanarese, Gujrati, Marathi, and Sindhi Committees) for the examination of books used in primary schools, each presided over by an Inspector of Schools.

“The Committees vary very much in size and constitution. In Madras there are 31 members, of whom 20 are Europeans and 10 are in the employment of Government. The Central Committee in Bengal consists of 24 members, of whom 5 are Europeans and 19 natives of India. Fourteen members of it are Government servants mostly in the Education Department. The Bihar Committee is composed of 31 natives and 2 Europeans, and contains 20 Government servants. The Orissa Committee contains 5 Europeans and 11 natives, of whom 12 of its members are Government servants. In the Bombay Presidency the members of the Committees vary from 6 to 13, and the majority are native officers of the Education Department. In Burma there is a Committee of 7 (5 Europeans), of whom 4 are in Government service. In the North-Western Provinces and Oudh there are 40 members of the Committee, of whom half belong to it *ex-officio*. The remainder are annually appointed: 5 by the Director of Public Instruction, 5 by the Missionary Education Union, and 10 by the Local Government. In the Punjab the Committee consists of 80 members, half appointed by Government and half by the University. In the Central Provinces the Committee numbers 20, of whom 18 are appointed *ex-officio* and 12 are Government servants. In Assam there are 10 members of the Committee for selecting books in Assamese, of whom 2 are Government servants. The text-books in English and Bengali must be selected from the lists prepared for the use of schools in Bengal.

“6. The functions of the Committees are almost as varied as their constitution. The detachment of the Committees from the control of the Educational Department and the Local Government is most marked in Bengal. Text-books are furnished direct to the Committees in that Province by Publishers and Authors. The Committees approve the

text-books in secondary and primary schools, and the Director annually revises the lists of text-books in accordance with their recommendations. The English and Bengali books on the list are used in Assam as well as in Bengal. In the Madras Presidency books are referred to the Committee by the Director of Public Instruction after a preliminary examination into their typography, paper, and general get-up. Those which are recommended by the Committee are, after the Director's approval, notified in the Gazette. In the Bombay Presidency the Director of Public Instruction refers vernacular books, after examination by the Educational Translator, to the Divisional Committees. The Committees report to the Director, who decides whether a particular book shall or shall not be approved. In the North-Western Provinces and Oudh the Committee are empowered to select school books for all vernacular and anglo-vernacular schools. The selection is subject to the confirmation of the Director, who keeps the Local Government informed of his decision. Books about which the Committee have not been consulted are sometimes prescribed by the Education Department with the approval of Government. In the Punjab the Committee merely recommend text-books; the Educational Department prescribes them. In the Central Provinces the Committee work in subordination to the Inspector-General of Education. In Burma the functions of the Committee are for the most part confined to the selection, preparation, and submission for approval of vernacular text-books, and the translations of English text-books already selected. They are sometimes asked to report on the merits of the text-books in English which it is proposed to adopt.

"7. The orders as to the obligation of the Managers and Head-masters of schools to use only prescribed books are different in different Provinces. In Madras the text-books in use in recognized schools are ordinarily selected from the list of approved books, but hitherto Head-masters and Managers of schools have not been absolutely restricted to the use of such books. In Bombay the selection of text-books published in England is left largely to the Managers and Head-masters of both Government and aided schools. The Director of Public Instruction published a list of such books in 1894. The only condition now imposed is that no book not included in that list shall be introduced into a school without the consent of the Circle Inspector. The use of English books published in India has to be sanctioned by the Director. With the exceptions that Mission schools are allowed to use their own readers subject to the approval of the Department, and that books in Arabic, Persian and Urdu are examined by special experts, both Government and aided schools are restricted to the use of vernacular text-books recommended by the Committee and approved by the Director. The Central Committee in Bengal have not published a list of books for use in the High Schools. A list is issued by each Inspector. Government schools within the circle are required to use only books entered in the list. Managers of aided schools usually follow this list, though they are not compelled to do so. In setting the course of reading for the different scholarship examinations in primary and secondary schools, the

Director of Public Instruction prescribes books from the list approved by the Committee. The Managers and Head-masters of aided as well as Government schools are required to select any other books used in their schools from this list. In the North-Western Provinces and Oudh no school in receipt of State aid can use any book for class instruction which has not been sanctioned by the Director; in the neighbouring Province of the Punjab text-books are prescribed for Government and Local Board schools only, and all other schools are absolutely free to choose their own books. In the Central Provinces the rules make no provision for the use of approved text-books only. Text-books prescribed by the Inspector-General of Education are used in all schools managed by the Department, and apparently also in schools managed by local bodies. In Burma the only text-books, the use of which is compulsory, besides those prescribed for students reading for the University examinations, are those sanctioned by the Local Government for the standards of examination in schools and for the teachers' certificate examination.

"8. The orders of the Government of India issued in 1881, while leaving matters of detail to the Local Governments, contemplated that uniformity should be observed in regard to the general principles for the selection of text-books. The account which is given above of the orders now in force shows that this essential object has not been attained under the present system. The Governor-General in Council has now determined that no time should be lost in bringing the system of selecting text-books into accord with the principles which were laid down long ago, and which he now desires to re-affirm. But before doing so he wishes to record his cordial and emphatic appreciation of the great assistance which the Provincial Text-book Committees have, for so many years past, rendered to the cause of education. The fact that the original basis upon which these institutions were constituted has in some respects been lost sight of, in no way detracts from the value of their labours—labours which have in the majority of cases been prompted solely by a sense of public duty.

"9. In the first place, His Excellency in Council desires that the position of the Text-book Committee towards the Educational Department and the Local Governments and Administrations shall for the future be more precisely defined. It was never intended that these Committees should themselves prescribe the text-books to be adopted in schools. Their functions should be strictly limited to advising the Local Governments and Administrations. The ultimate decision as to the text-books which are to be prescribed or approved must rest with the Local Government or Administration, and all lists of authorized text-books should be periodically published under the authority of the Local Government in the official Gazette. It appears to the Government of India that there is a danger, if Committees are required to examine any text-book which may be brought to their notice from any source whatever, that the duty of recommending text-books may fall into the hands of a few members who may have more leisure than the rest. In order to prevent the possibility of this result, it would, the Government of India thinks, be desirable to make it a

Selection.

standing rule that no text-book shall be referred to a Committee until it has been forwarded to the Director of Public Instruction, and found, after a preliminary examination under his orders, to be a work upon which the opinion of the Committee ought to be taken. An arrangement of this nature will prevent the Committees from being, as has been the case in at least one instance, overwhelmed with applications for the examination of books which they find themselves incapable of properly examining.

10. Secondly, with regard to the constitution of the Text-book Committees, the Governor-General in Council wishes to lay it down that it should be an invariable rule that the Director of Public Instruction should be the President of the Provincial Committee. In Provinces in which, owing to their being more than one vernacular in ordinary use, Sub-Committees have to be appointed to deal with text-books in each vernacular, an Inspector of the Educational Department should be either President or Secretary. Many of the Committees now in existence are, in the opinion of the Governor-General in Council, too large for the purpose for which they are intended. In the opinion of His Excellency in Council, a Provincial Committee of 20, in addition to the President, ought to be sufficiently comprehensive to secure the proper representation of all classes interested in the matter in even the largest Provinces. When a Sub-Committee has to be appointed, it should ordinarily not consist of more than five members in addition to the President. The Government of India do not suggest that Local Governments and Administrations should at once proceed to reduce the Committees to this size, but they do desire to press upon them the need for taking action in this direction as vacancies occur upon the existing Boards. Some of the Committees now in existence are, in the opinion of the Governor-General in Council, not satisfactorily constituted as regards their *personnel*. The intention of the Government of India was that there should be on each Committee a fair admixture of independent members. This direction has been in some Provinces construed too liberally, with the result that the interests which Government represent are not sufficiently protected; sometimes because the non-official members of the Committee are too numerous, and sometimes because the official element consists mainly of subordinate members of the Educational Service whose influence is not sufficiently strong to secure the adequate consideration of those interests. In some Provinces, again, the constitution of the Committees give inadequate representation to some classes of the community. In the opinion of the Government of India, it is essential to arrange that the Committees shall be so constituted as, firstly, to secure that the proportion of non-official members to the representatives of Government shall not be unduly large, and, secondly, different interests shall be properly represented. It should not be difficult to procure the services, in many cases of competent officers of Government who, though perhaps to members of the Educational Service, can be relied on to take an earnest interest in the proceedings and objects of the Committee, and to facilitate the end for which the Committee has been called into

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existence, viz., that only text-books to which no exception can be taken shall be prescribed in schools for the tuition in which the State is either directly or indirectly responsible. In this respect the Government of India cannot consent to divest itself of the responsibility that attaches both to its interests and to its prerogatives. If it is to lend the resources of the State to the support of certain schools, it cannot abrogate its right to a powerful voice in the determination of the course of the studies which is there imparted. Otherwise its responsibility ceases to be any more than a name.

"11. The Text-book Committee of 1877 recommended that the Committees should draw up a list of suitable books divided into two classes—the first class comprising books which might be used both in Government and in aided schools, and the second comprising books which, though not prescribed for use in Government schools, might be used in aided schools. It has already been mentioned that the Government of India, in passing orders on this report, determined that there was no necessity to restrict aided schools to the use of text-books authorized for Government institutions, but separate lists of text-books—the one for State and the other for aided schools—have not been prepared. As a matter of practice, the text-books included in the lists framed on the advice of the Text-book Committees have, as stated in paragraph 7 of this Resolution, been in most Provinces used in aided as well as in Government schools. In the opinion of the Government of India, it should be definitely laid down that no book not authorized by the Local Government or Administration should be used in any school which receives support from public revenues. In the schools maintained by the Government or by Local Bodies a large list of text-books is not required. The course of instruction in each class of school should be laid down, and the text-books for each particular course absolutely prescribed. In the case of aided schools a wider choice is required, and care should be taken that the authorized lists are so framed as to afford it. But the Managers of such schools should, as a condition of receiving a grant-in-aid from Government, be required to adopt no text-book which is not included in the list of text-books authorized by the Local Government without the sanction of the Local Government. The Government of India entertain no doubt that, if the Manager of an aided school wishes to adopt a text-book not included in the authorized list, the Local Government will give every facility to have the book referred to the Text-book Committee, with a view to its inclusion under the orders of Government in that list should it be found to be a suitable work. The functions of the State do not extend to the prescription of the text-books in unaided schools. But the Government has a direct interest in the course of instruction in schools which do not seek its aid financially, and, in the opinion of the Governor-General in Council, the condition may fairly be made that candidates from an unaided school are liable to be excluded from any public examination, for passing which a certificate is given, or from competition for a Government scholarship if text-books which are disapproved by Government are in use at the school in question. Lastly, it appears to the

Government of India that the Local Government in each Province, and the Government of India should retain the right of prescribing a text-book on a particular subject for use in all schools, whether Government or aided, within a Province, or in British India generally. This power would be exercised only in exceptional circumstances, but it is, in the opinion of the Government of India, essential to retain it. As instances of the kind of works for which this exceptional power is required, the Governor-General in Council would refer to the Sanitary Primer, written by Dr. Cunningham, which was prescribed for all schools in 1879, and that written by Dr. Roberts, which was prescribed in 1891.

"12. In order that the Government of India may be kept informed of the manner in which the principles now prescribed for adoption in regard to text-books in schools are carried out by the different Local Governments and Administrations, it will be convenient that draft rules embodying them should be prepared by each Local Government, and forwarded to the Government of India for information, and that each Director of Public Instruction should in his annual report describe the manner in which the rules are carried out in practice."

2.—RULES FOR TEXT-BOOK COMMITTEES.

[*Notification No. 2992, dated 13th November 1900, by the Govt. of Bengal, General Dept., as modified by Notification No. 2982, dated 1st December 1903.*]

I.—Constitution of the Text-Book Committee.

1. There shall be a Text-Book Committee in Calcutta, and a Sub-Committee in Bankipore and in Cuttack. The Central Text-Book Committee shall meet in Calcutta. The Sub-Committees in Bankipore and in Cuttack shall be styled "the Bihar and the Orissa Text-Book Committees," respectively, and shall meet in Bankipore and Cuttack. These Committees shall meet on such dates as may be determined on by the respective Presidents.

2. The Central Text-Book Committee shall consist of 20 members, exclusive of the Director of Public Instruction, who shall be *ex-officio* President. The Inspector of Schools, Presidency Division, shall be *ex-officio* Secretary of the Central Committee, if qualified to be a member. The Bihar and the Orissa Text-Book Committees shall have eight and five members each, respectively, in addition to the Inspectors of Schools of the Patna and Orissa Divisions, who shall be the *ex-officio* Presidents, and the Assistant Inspector of Schools, Patna Division, and the Deputy Inspector of Schools, Cuttack, shall likewise usually be Secretaries of the Bihar and Orissa Committees, respectively. The Central Text-Book Committee shall consider books written in English, Bengali, and in other languages suitable for use in High, Middle and Primary Schools for native scholars, while the Sub-Committees in

Committees.

Patna and Cuttack will consider books for similar use written in the vernaculars of Bihar and Chota Nagpur and Orissa, respectively.

3. The proportion of official to non-official members of the Committee shall be as 2 to 1. Some of the official members should be persons outside the Education Department.

4. All members of the Text-Book Committees shall be appointed by Government on the nomination of the Director of Public Instruction.

5. Each member shall be appointed for two years, but Government shall have the power to re-appoint any member, for further similar periods of two years, on the recommendation of the Director of Public Instruction, and to cancel at any time the appointment of any member whom it may consider to have been guilty of improper conduct. A member absenting himself from four consecutive meetings of the Committee, or leaving India for more than three months, shall be considered to have vacated his membership, and a new member shall be appointed in his place in the way referred to in rule 4.

II.—Relation of the Text-Book Committees to the Education Department and the Local Government.

6. The functions of the Committees are strictly limited to advising the Local Government with regard to those books that are forwarded to them by the Director of Public Instruction. With the Local Government rests the ultimate decision as to the text-books which are to be prescribed or approved for schools in Bengal.

7. The Committee will have no concern with the text-books of schools, under the Code of Regulations for European Schools, unless they are specially referred to the Committee for opinion by the Government or by the Director of Public Instruction.

8. The Government has the right of prescribing a text-book on a particular subject, in exceptional circumstances, for use in all schools, whether Government or aided, situated in territories under its jurisdiction.

III.—Selection of Text-Books by the Committees.

9. The Committees shall frame their own rules for the conduct of business.

10. From such books as are submitted to them by the Director of Public Instruction they shall prepare lists of text-books recommended by them as suitable for use in schools. They may also approve of books as being suitable for prizes and for school libraries.

11. List of authorised text-books will be published in the official Gazette under the authority of the Local Government twice in each year—the first list in the month of January, and the second list in the month of July.

12. Books which have been approved of as text-books shall be considered as suitable for prize books; but it shall also be permissible for the Committees to select any book as suitable for a prize or library book, but not suitable as a text-book for schools.

13. If it is thought desirable, the lists may be circulated by the Director of Public Instruction to any officers or local bodies engaged in education, in order to be sure that there are no avoidable omissions or any ground for criticism.

14. If it be represented, from any trustworthy quarter, that a book in common or accepted use, or a new or little-known book, has found no place in the list, or that a book approved by the Committee is unsuited for use in schools, the Director of Public Instruction shall represent the matter to the Committee concerned, and after ascertaining the views of the members, it shall be within his competency to decide finally whether the book should be included in, or excluded from, the list. Should a question of principle be involved, the Director of Public Instruction should represent the conflicting views to Government for ultimate decision.

15. The President of each Committee shall decide for what particular grade of school, and for which classes in schools, the various approved text-books may be suitable.

16. For each class of schools maintained by the Government, the course of instruction will be laid down, and the actual text-books for each particular course will be absolutely prescribed by the Department, the selection being made from the list published by Government.

17. In the case of aided schools, lists of approved text-books will be prepared for use in the respective classes of the different grades of schools, and managers of such schools will be allowed to select and use only books indicated in such lists.

IV.—General Procedure in Examination of Books.

18. The publisher or the author of a book, which is proposed to be used as a text-book in schools, or as a prize-book or library book, should, in the first instance, submit to the Director of Public Instruction three copies of the book, with a printed application, which should be numbered and dated.

19. The book will be subjected to a preliminary examination under the orders of the Director of Public Instruction, and if it is found to be a work upon which the opinion of the Committee ought to be taken, the Director of Public Instruction will ask for as many copies of it as may be required for examination by the Committee.

20. The Director of Public Instruction is not bound to say why a book is not considered to be fit for examination by the Committee, and by whom the preliminary examination was conducted.

21. Books presented for examination by the Text-Book Committees should not be charged for.

V.—Duties of Schools towards the Text-Book Committee and towards the Government and the Education Department.

22. No book not authorised by the Government shall be used in any school which receives support from public revenues; also no aid shall be given to any school from public money, unless the managers agree not to use any text-book which is not included in the list

CHAPTER XIII.

FINANCE.

1.—ACCOUNTS OF JOINT-COMMITTEES.

ACCOUNT RULES FOR THE JOINT-COMMITTEES CONSTITUTED UNDER SECTION 64 OF THE BENGAL LOCAL SELF-GOVERNMENT ACT, III OF 1885.

[Notification No. 2523 L.S.G., dated the 25th November 1905, by the Govt. of Bengal, Municipal Dept.]

Preliminary.

In the following rules, unless there be something repugnant in the context :—

- (a) the term “Joint-Committee” means the Joint-Committee constituted under section 64 of the Bengal Local Self-Government Act; and
- (b) the term “President” means the President or Chairman, of the Joint-Committee, and includes a Vice-Chairman, Vice-President, and Secretary, where one has been appointed, in respect of the power assigned to them by the President in writing, provided that the President shall not delegate to the Secretary any authority to sanction expenditure.

2. In all matters not expressly provided for by these rules, the rules, forms, registers and returns prescribed for, or in force, for the time being, in Government Educational institutions, shall, so far as they are consistent with these rules and with the Act, apply to Educational institutions under the management of the Joint-Committee. Similarly, and under the same conditions, the rules, forms, registers, and returns, prescribed in the Civil Account Code, or in force, for the time being, under the orders of Government or other competent authority, shall apply to the accounts of the Joint-Committee, and shall be observed, used, kept and submitted by the head of the Educational institution concerned, or other officer specially appointed on this behalf by the Joint-Committee.

3. The following books and forms in addition to those referred to in rule 2 shall be maintained:—

- I.—Budget Estimate.
- I(a).—Details of estimates.
- II.—Chalan.
- III.—Cash-book.
- IV.—Register of Monthly Receipts.
- V.—Register of Monthly Expenditure.
- VI.—Annual Account.
- VII.—President's Permanent Advance Account.
- VIII.—Permanent Advance Recoupment Voucher.
- IX.—Register of Advances.
- X.—Register of Establishment.
- XI.—Deposit Account.
- XII.—Service-books.
- XIII.—Detailed statement of Permanent pensionable establishment.
- XIIIA.—Detailed statement of new names, leave, &c.

General.

4. All the accounts and registers of the Joint-Committee shall be kept in English. All books of accounts and registers shall be substantially bound and paged before being brought into use, and no accounts shall be prepared on loose sheets of paper or in loosely-bound volumes.

5. All corrections and alterations in accounts shall be neatly made in red ink and attested by the initials of the President. All corrections and alterations in a voucher shall be attested by the payee. *Erasures shall on no account be permitted in registers, statements, vouchers or accounts of any description.*

6. After the budget estimates for the year, or supplementary estimates, have been sanctioned, the Joint-Committee, acting in the exercise of the powers conferred on them by section 32 (e) of the Act, or the rules made under the said section of the Act, may, from time to time, by a general or special Resolution, authorise the President or other executive officer of the Committee to expend any sum, or a part of any sum provided in such estimates, for the purpose to which it has been therein assigned.

7. No expenditure shall be incurred for which provision has not been made in the budget estimate for the year, or in a supplementary budget estimate, and which has not been duly sanctioned by the Joint-Committee, or by the President or other executive officer of the Committee acting in exercise of the powers conferred on him by the rules made under the Act.

8. The President shall cause to be kept a register of establishment in Form No. X, showing, in respect of all establishment whatsoever employed by the Joint-Committee, the particulars specified in the form. A separate page or section shall be allotted to each class of establishment. All changes made by competent authority from time to time in the numbers, nomenclature, or salaries of the establishment shall be

immediately entered in the register with the number and date of the orders authorizing the change. A space should be left under each name for the entry of alterations, and a fresh corrected list should be written up annually or as often as required. No entries regarding officiating incumbents, or grant of leave, should be made in this register.

9. At the close of every year the President of the Joint-Committee shall submit to the Commissioner of the Division a list of those records of the Joint-Committee's office which may properly be destroyed. In giving sanction to the destruction of such records, the Commissioner shall be guided by the general rules issued by the Government from time to time on this behalf.

Loss of money by embezzlement, theft or otherwise.

10. Whenever any loss of money by embezzlement, theft, or otherwise, is discovered, the fact shall be promptly reported by the President of the Joint-Committee to the Accountant-General, Bengal, and to the Commissioner of the Division through the District Magistrate. When the matter has been fully enquired into, he shall submit a further and complete report showing the total sum of money lost, the manner in which the money was lost and the steps taken to recover the amount and punish the offenders, if any. No money lost by defalcation, theft, or otherwise, shall be written off from the accounts, except with the sanction of the Commissioner of the Division. When the amount of the loss exceeds Rs. 500, or when the loss is due to any defect in the system of accounts, collection, etc., the sanction of Government is necessary.

Budget Estimate.

11. On or before the 1st September each year the Joint-Committee shall, in consultation with the Inspector of Schools, prepare a budget estimate showing the probable receipts and expenditure of the institution under its charge for the ensuing official year, and shall forward copies of the same to the Magistrate through the Municipality and the District Board concerned, and one copy to the Director of Public Instruction also. The Magistrate and the Director of Public Instruction shall forward the estimates to the Commissioner of the Division with their remarks on or before the 1st October. Copies of the estimates, as sanctioned by the Commissioner, shall be forwarded to the Joint-Committee, the District Board and the Municipality, through the Magistrate.

NOTE.—At the preliminary stage, the Inspector shall act as an adviser, and if after the budget is finally adopted by the Joint-Committee, there is something in it not approved by him, he may represent matters to the District Board; and if his views are not accepted, he may refer matters to the Commissioner, who shall settle the matter in consultation with the Director of Public Instruction.

12. The procedure laid down in the last preceding rule shall be observed in every case where the Joint-Committee may find it necessary to amend the budget estimate at any time after it has been sanctioned.

13. In preparing the budget estimates the Joint-Committee shall show on the receipt side the contributions by the Municipality and the District Board and the receipts of the institution from fees, endowments and other sources, and on the payment side the establishment, contingent and other charges which have been sanctioned by competent authority. The budget estimate shall be supplemented by a statement, giving details of the estimated receipts from school fees and other sources and of the establishments and works provided for on the expenditure side.

Transactions with the Treasury.

14. The funds of the Committee shall be lodged in the Government Treasury and placed to the credit of a personal Deposit Account to be opened in the official name of the President of the Joint-Committee.

15. Remittances to the Treasury should in all cases be accompanied by chalangans in duplicate (Form No II). The first part shall be retained by the Treasury, and the counterfoil, duly receipted by the Treasury officials, should be returned to the Committee's office for record.

16. All moneys remitted to the Treasury to the credit of the Joint-Committee and all payments made by the Treasury on cheques or otherwise on account of the Joint-Committee shall be entered in a pass-book; the pass-book shall remain in the custody of the President, and it shall be sent to the Treasury on the 10th and also on the last working day of every month and on any other day on which the Joint-Committee may require the posting to be done. On receipt of the pass-book by the Treasury officials, the receipts and payments up to date and credits referred to in rule 21, shall be entered therein, and (when the book is received on the last working day of the month) the account shall be balanced and signed by the Treasury Officer, the amount being entered in words as well as figures. The book shall then be returned to the office of the Joint-Committee, as soon as the entries prescribed in this rule have been made in it, i.e., on the day of receipt or the next open day at the latest.

17. The pass-book will be supplied by the Treasury. It is not a Joint-Committee Fund account-book, but is simply a copy of the account kept in the Treasury of the money paid into the credit of, and disbursed on account of, the Joint-Committee, and must therefore always be written up *only by the Government Treasury Department* by whom the original account is kept.

18. No entries or marks shall under any circumstances be made in the pass-book by any one connected with the Joint-Committee's office.

19. The President shall examine this pass-book from time to time, and shall immediately call the attention of the Treasury Officer to any discrepancy that may appear between the credits and debits shown in the pass-book and those shown in the accounts of the Joint-Committee's office.

Dr. *The Treasury or Bank of . . . in Account Current*
 with the Joint-Committee's Fund Cr.

[illegible]

Payment of Claims.

23. The permanent advance shall be recouped as often as may be necessary in the manner prescribed in rules 51 and 52 below.

25. All payments exceeding Rs. 20 shall be made by cheque, unless there are special circumstances rendering payment in cash desirable; provided that all payments of sums above Rs. 10 on account of salaries of employes of the Joint-Committee shall be made by cheque.

26. Cheque-books will be supplied by the Treasury Officer only, and no other form shall be used. The cheque-books and the counterfoils of used cheques shall be kept in the custody of the President.

27. On receipt of a cheque-book from the Treasury, the officer to whom the duty of signing cheques is allotted shall count the cheques, and shall record on the back of the cheque-book that "this cheque-book contains forms."

28. Cheques for sums not exceeding Rs. 100 shall be signed by the President. Cheques for sums exceeding Rs. 100 shall be signed by the President and the Vice-President or Secretary or, in the absence of one or other of them, by the officer present and a member of the Joint-Committee.

29. No cheque shall be signed unless required for immediate delivery to the person to whom the money is to be paid, nor until the bill, which it will discharge, has been presented in a complete form, examined and passed for payment in accordance with rules 36 and 38.

30. Every cheque shall be drawn in English in favour of the person to whom the money is actually due. Payment shall not be made to any other person, except on production of a written authority from the creditor to receive it on his behalf. The rule does not apply to cheques issued for a sum of money distributable as pay or wages among a number of Joint-Committee Fund employes, or for recouping the permanent advance. Whenever money is paid to persons who are illiterate and unable to sign their names in acknowledgment, the payee shall make his mark; the fact of the payment shall be certified to by the officer who pays, and by a witness of respectability.

31. The amount of every cheque shall be written in words as well as in figures, both on the cheque itself and on the counterfoil, and the counterfoil shall be initialled by the person or persons who sign the cheque. The word "only" shall always be inserted after the amount written in words in the body of the cheque.

32. Every cheque drawn for a sum, whether exceeding Rs. 20 or not, shall bear a receipt stamp of the value of one anna, and such receipt stamp shall be affixed before the cheque is signed.

33. When a signed cheque is cancelled, it shall be enfaced or stamped "cancelled" by the President, and shall be destroyed and the necessary adjustment shall be made in the cash-book.

34. The fact of cancellation shall be noted in red ink under the initials of the drawer of the cheque upon the counterfoil and also across the passing order which has been enfaced upon the voucher.

35. Cheques are current for three months only. After the expiration of that period, payment will be refused at the Treasury, and the person in whose favour the cheque was drawn will, therefore, have to bring it back to be re-dated. No fresh cheque should be issued; the lapsed cheque shall simply be re-dated and the alteration initialled by the President or official whose duty it would be to sign the cheque under rule. A note of the fact of re-dating shall be entered in the cash-book against the original transaction. The alteration will in no way affect the accounts, and no further entries shall be made.

36. Every bill or other claim for payment from the Joint-Committee Fund shall be presented in the first instance to the Head of the Educational Institution who shall check and examine it, and if it be found correct and in order, shall submit it for orders to the President. If payment of the bill so presented is to be made, an order for the payment shall be endorsed upon it. The order for payment shall run as follows:—

“ Pay Rupees _____ only (Rs. _____),”
the amount being written in words as well as in figures, and shall be signed by the President.

37. If payment is to be made from the permanent advance the procedure laid down in rules 49 to 53 shall be adopted.

38. If payment is to be made by cheque, the President shall cause the bill to be endorsed with the words “paid by cheque No. _____,” and shall then sign the endorsement, and cause the cheque to be drawn out, signed and issued. The payee or person taking delivery of the cheque on his behalf shall give a dated acknowledgement of the receipt thereof on that bill. Whenever necessary and convenient to the Treasury, cheques issued from the Joint-Committee’s office may be enforced at the district treasury for payment at a sub-treasury.

39. When any payment is made either by cheque or in cash from the permanent advance, it shall be immediately entered in the accounts of the Joint-Committee. In the former case it shall be entered in the cash-book (Form No. III). In the latter case, it shall be entered in the permanent advance account (Form No. VII).

40. Every payment made, either in cash or by cheque, shall be covered by a receipt, stamped if necessary, signed by the person to whom the money is due and to whom it has actually been paid. A receipt signed by the another person for the creditor, or with a stamp is invalid.

41. Bills and vouchers that have been paid by cheque shall be numbered consecutively for the year in order of payment, and shall be passed in a guard-book. But sub-vouchers which have been paid in cash out of the permanent advance shall be separately filed, together with the recoupment voucher covering them. A memorandum instead of this voucher shall be pasted into the guard-book mentioned above; viz. :—

MEMORANDUM.

Voucher No. _____, dated _____, for Rs. _____ in recoupment of the President’s permanent advance, will be found in the separate file.

Cash-book.

42. The cash-book shall be in Form No. III and shall show on the receipt side all sums realised in cash as soon as they are received. Sums credited in the pass-book direct should be similarly shown as soon as intimation is received either direct or through the pass-book. Expenditure shall be entered day by day as cheques are issued (vide rule 39 of these rules). All sums received in cash must be remitted to the Treasury at once, or within three days at the latest.

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Accounts, Joint-Committees.

43. The cash-book shall be closed and balanced at the end of every month and shall be signed by the President. The difference between the closing balance of the cash-book and that in the Treasury arising from uncashed cheques or short credits shall be reconciled in the following manner :—

			Rs.
Balance as per cash-book	
<i>Add</i> —Uncashed cheques	
			— — —
<i>Deduct</i> —Short credits	
			— — —
Balance as per pass-book	
			— — —

Permanent Advance.

44. On first receiving or taking charge of the permanent advance, the President shall sign and file an acknowledgment in these terms :—
“I acknowledge to have in my possession a permanent advance of Rupees (Rs.), which sum is due from me to the Joint-Committee, and I am personally accountable for the amount.”

45. A similar acknowledgment shall also be given by the President on the first working day of each year.

46. The permanent advance when first drawn shall be charged in the cash-book to the head “Advances,” and shall be debited to the President’s account in the advance ledger.

47. There will be no further operations upon the ledger account until the advance is finally repaid. It need not be repaid at the end of each year. If the amount originally fixed for the permanent advance is subsequently increased or decreased by the Joint-Committee, the original advance shall be repaid and a fresh advance drawn.

48. The President shall make payments from his permanent advance from time to time as may be required, and for each payment he shall obtain and hold a bill receipted by the payee, or, in the case of petty office expenses, a written detailed statement of the sum spent.

49. These bills or statements shall be numbered consecutively, en faced or stamped, “paid in cash,” and entered in the register in Form VII, the classification of the charges being carefully entered in the columns provided for the purpose.

50. The permanent advance may be recouped whenever necessary, and it must always be recouped on the last working day of the month, except when the expenditure falls below Rs. 10, for which no cheques can be drawn upon the Treasury.

51. The procedure of recoupment is as follows :—The President shall compare the sub-vouchers with the entries in the permanent advance account; he shall deface them by stamping them “cancelled,” so that they cannot be used again. He shall total and initial the column “Amount of sub-voucher” in the permanent advance account, and also the amounts in the classification columns, the cross total of

which should agree with the total of the column "Amount of sub-voucher," and shall rule a red-ink line across the page, immediately above which in the last two columns, the number, date and amount of the voucher for recoupment shall be shown.

52. The voucher for recoupment shall be drawn out in Form No. VIII, and it shall be enfaced with the usual payment order. The President shall draw out a cheque in his own favour for the amount, and sign the certificate in the voucher and the entries in the last two columns of the register.

Monthly, Quarterly and Annual Accounts.

53. As soon as possible, after the end of a month, the entries on the receipt side of the cash-book (Form No. III) shall be posted in the register of monthly receipts (Form No. IV) against the heads concerned. In cases in which there is more than one item classifiable under the same head, the total only should be posted against the head in the body of the accounts, the details being posted at foot in the column for the month concerned. All the payments entered in the cash-book should be posted in the monthly register of payments (Form No. V). For this purpose the classification of the charges should be noted in red ink on each voucher. The vouchers should then all be arranged in the order of the heads in the monthly accounts. If there are more than one voucher under any heads, the several items with the numbers of the vouchers should be posted at foot of the monthly accounts in the column for the month concerned, and the total only posted against the head in the body of the account, the two entries being connected with each other by indicative letters. In such cases the numbers of the vouchers should not be posted on the body, but only against the details at foot. The monthly accounts of receipts and payments should then be totalled and the balances reconciled.

54. An extract from these accounts, showing the figures for the month and the progressive totals to the end of it, should be forwarded to the Accountant-General, Bengal, not later than the 15th of the month following that to which the accounts relate.

55. The annual account of the school should be compiled from the monthly accounts and subsidiary registers in the form prescribed by the Educational rules, and copies of this account should be forwarded to the Accountant-General, the Director of Public Instruction, and the District Board and Municipal Office.

Advances and Deposits.

56. All sums advanced to officers or employes of the Joint-Committee or to contractors or other persons, whether as permanent advances or otherwise, shall be charged in the accounts at once to the head "Advances" and be entered at the same time in the register of advances in Form No. IX, in which recoveries or adjustments of the advances should also be entered as soon as they are effected.

Audit.

57. The accounts of the Joint-Committee's Fund shall be examined and audited by the Examiner of Local Accounts in Bengal as far as possible not less often than once in twelve months.

58. In auditing the accounts, the Examiner shall see that they have been kept and are presented in proper form, that the particular items of receipt and expenditure are stated in sufficient detail, and that the payments are supported by adequate vouchers and authority. He shall examine whether all sums received, or which ought to have been received, are brought into account, and also whether the expenditure is in all cases such as might lawfully be made. He shall also reduce such payments and charges as are exorbitant; and shall surcharge moneys not duly accounted for, or lost by negligence, upon the person who ought to account for the same, or whose negligence or improper conduct has caused the loss, and shall disallow and strike out such payments as are not authorized by law or competent authority.

59. Copies of the reports of such examination shall be forwarded by the Accountant-General, Bengal, to the President of the Joint-Committee and the Commissioner of the Division. The President shall be bound to remedy any defects or irregularities that may be pointed out by the Accountant-General or the Examiner, and within three months of the date of the receipt of the report, he shall submit a statement, giving particulars of the action taken thereon to the Commissioner, who shall forward the same with his remarks to the Accountant-General.

Record of Service.

60. A service-book in Form No. XII printed in English and the vernacular shall be supplied at his own cost to every employé holding a substantive appointment on the permanent establishment of a Joint-Committee. It shall be kept in custody of the President, whose signature as well as that of the employé on the first page shall be attested every five years.

The service-book is a contemporary record of the employé's official life, including leave of every description, every period of suspension from employment, and every other interruption of service, with full details of its duration. Every entry relating thereto shall be written across the page and attested by the President or Vice-President, or the Secretary.

61. The President or Vice-President is primarily responsible that every necessary entry is made, especially in regard to leave or suspension, but it is also the duty of each employé to remind the President, Vice-President, or Secretary, when any entry is necessary, and to see that his own service-book is properly written up and attested. It should be carefully explained to each employé that unless he does so, there may be a difficulty hereafter in verifying his service when his claim to pension shall come to be investigated and considered. Service-books shall be introduced and kept up, whether rules for the grant of pensions and gratuities have been framed or not.

At the time of preparing the pay-bill for March in each year, a detailed statement of the permanent pensionable establishment existing on the 1st April should be prepared in Form No. XIII and transmitted to the Accountant-General direct not later than the 15th April. In preparing the statement the following instructions should be carefully observed:—

- (a) The name, designation, and pay of every officer, clerk, or menial servant holding a permanent appointment, whether on duty, or absent on leave or deputation, or under suspension should be distinctly shown.
- (b) The date of birth, of appointment to present post, and of promotion to present pay of each person should be entered in the appropriate columns of the statement; the date of birth by Christian era should be given, and if the exact date is not known, the approximate date or year should be stated.
- (c) The name of any person acting in an appointment, as well as the acting allowance paid to him, should be shown in the column "Name of incumbent" beneath the name of the absentee for whom he is officiating.
- (d) If the acting incumbent holds a permanent appointment upon another establishment, the fact should be stated.
- (e) A detailed statement in Form XIII A should be given at foot of the original return, Form XIII, showing new names of officers which are not found in the return of the previous year, and when these new names include those of persons who have entered the service of the Joint-Committee for the first time, their age and health certificates should be attached to the statement. Columns are also provided in Form XIII A for information required in regard to the names of officers which appeared in Form XIII of the previous year, but are now omitted, as also regarding officers who have been on leave, other than privilege leave, or under suspension, during the previous year. In the case of any who have been under suspension, a note is required stating whether it has been expressly declared that the period of suspension shall count as service qualifying for pension.
- (f) If any person on the establishment is a Government pensioner, or is not the servant of the Joint-Committee solely, the fact should be noted in the statement. If he be an officer transferred from the pensionable service of Government, for whose pension contribution is paid, a note should be entered against his name to the effect "contribution paid to Government for pension."

When completed in accordance with the preceding instructions, the statement should be carefully checked with the service-books, as it will be the authority by which hereafter pension claim will be tested by the Accountant-General.

FORM II.

ORIGINAL CHALAN No.

Accounts No.

Treasury, Bengal, dated

190

তারিখ সন ১৯০ মাল।

By whom brought. কাহার মারফৎ।	On what account. কি বাবৎ।	Amount. টাকা।		
			Rs.	A. P.
Total Rupees মোট টাকা ...				
Notes as on back পৃষ্ঠের লিখিত মোট ...			Rs.	A. P.
Silver and Copper ...				
মোট।				
Total Rupees মরকম টাকা ...				

Treasurer স্বাক্ষরী।

Examined and entered.

Accountant.

DISTRICT BOARD'S FORM II.

DUPLICATE CHALAN No.

Accounts No. of

Treasury, Bengal, dated

190

তারিখ সন ১৯০ মাল।

By whom brought. কাহার মারফৎ।	On what account. কি বাবৎ।	Amount. টাকা।		
			Rs.	A. P.
Total Rupees মোট টাকা ...				
Notes as on back পৃষ্ঠের লিখিত মোট ...			Rs.	A. P.
Silver and Copper ...				
মোট।				
Total Rupees মরকম টাকা ...				

Treasurer স্বাক্ষরী।

Examined and entered.

Accountant.

Numbers of Notes. নোটের নম্বর ।	Amount. টাকা ।	Numbers of Notes. নোটের নম্বর ।	Amount. টাকা ।

FORM III.

Cash-book for the month of 190 .

[illegible]

FORM IV.

Register of Monthly Receipts.

[illegible]

Initials of Presidents.

Register of Monthly Expenditure

Initials of President.

FORM VII.

District Board.

President's Permanent Advance Account.

[illegible]

XIII.—FINANCE.
Accounts, Joint-Committees.

FORM VIII.

Voucher No. _____

Voucher for recoupment of President's Permanent Advance. For the month of _____

Head of Service.

Number of sub-voucher.	Description of charge and number and date of authority for all charges requiring special sanction.	
	Total in words ...	

Received contents. I certify that the entries in this bill agree with the Permanent Advance Account and that the expenditure charged in this bill could not, with due regard to the interests of the Committee, be avoided. I have satisfied myself that the charges entered in this bill have been really paid. Vouchers for all sums are attached to this bill, as far as it has been possible to obtain them. I am responsible that the other sums, of which vouchers are not attached, have been really paid.

Allotment for the current year.

Date _____

Head of the Institution.

Total of this bill ...

Pay Rs. _____

Total of previous bill ...

Total expenditure, including this bill ...

Date _____ President.

Balance available.

Classification of Charges.

XIII.—FINANCE.
Accounts, Joint-Committees.

FORM XII.

Service-book.

Opening page.

1. Name.
2. Race.
3. Residence.
4. Father's name and residence.
5. Date of birth by the Christian era as nearly as can be ascertained.
6. Exact height by measurement.
7. Personal marks for identification.
8. Signature of officer whose services are herein recorded.
9. Signature of the President, Joint-Committee.

N. B.—These two signatures should be renewed or re-attested at least every five years.

Second page.

Appointment.	Whether substantive, permanent, acting, or temporary.	If acting, here state substantive appointment.	Pay.	Acting allowance.	Date of appointment.	Signature of officer whose services are herein recorded.

Third page.

Signature and designation of Chairman or attesting officer.	Date of termination of appointment.	Reason of termination (such as promotion, transfer, dismissal, etc.)	Leave taken, nature and duration.	Signature and designation of Chairman or attesting officer.	Reference to any recorded punishment or censure, or reward or praise of the officer.

Detailed Statement of the Permanent Pensionable Establishment of
as it stood on 1st April 19

[illegible]

XIII.—FINANCE.
Accounts, Joint-Committees.

FORM XIII.A.

Detailed Statement of new names, leave, etc.

NEW NAMES OF OFFICERS.	From what date appointed.	Names of officers which were in Form XII of previous year, but are now omitted.	From what date ceased to be borne on the establishment and why.	Officers who have been on other than privilege or casual leave or under suspension during the year.	Description and period of leave or suspension, from and to what date. NOTE —In cases of suspension, state whether the suspension period will count towards pension.
1	2	3	4	5	6

2.—ACCOUNTS OF COLLEGES AND SCHOOLS.**(a) CHECKING OF COLLEGE ACCOUNTS.**

Principals of colleges are required to take steps for the periodical checking of all fees, fines, and other local income of each institution placed under their control.

D. P. I.
Cir. No. 1
of 1886.

2. The form of abstract return of the register of attendance of the college as well as the collegiate school should be carefully checked by the Principal before it is submitted to the Director. The items which are open to wrongful manipulation are—(1) students quitted, (2) outstandings of previous months, (3) students reading free or at reduced rates, and (4) fines levied. These should be personally examined by the Principal once every month. He should keep a list of all the students fined by him, showing the amount of fine imposed in each case, and this will enable him to check the total amount of fines entered in the return as realised.

3. The ordinary receipts of schools and colleges are classified as under in the books of the Accountant-General :—

- (a) Fees and fines, Government colleges.
- (b) Ditto, Government schools.
- (c) Income from invested funds or any other endowments.
- (d) Contributions, such as subscriptions, etc.
- (e) Sale-proceeds of books and furniture.
- (f) Miscellaneous.

4. It will be the Principal's duty to see that all sums collected are duly placed in the Treasury under the proper head, and to compare the entry in his books with that in the receipt granted for each payment by the Treasury officer. All these transactions should be shown in a book kept for the purpose with dates.

D. P. I.
Cir. No. 152
of 1903.

(b) CHECKING OF SCHOOL ACCOUNTS.

1. Inspectors of Schools are authorised to take steps for the periodical checking of all payments of money into the treasury on account of all zilla and training schools and second grade colleges under their control.

2. The headmasters of these institutions are primarily responsible for the correct keeping of accounts of all monies received by them from the pupils, as well as other parties, and these receipts are classified as shown below in the books of the Accountant-General :—

- (a) Fees and fines, Government colleges.
- (b) Ditto, in schools.
- (c) Income from invested funds or any other endowments.
- (d) Contributions, such as subscriptions, etc.
- (e) Sale-proceeds of books and furniture.
- (f) Miscellaneous (including refunds).

3. It will be the duty of the headmaster to see that all sums collected are duly placed in the treasury under the proper head, and to compare the entry in his books with that in the receipt granted for

each payment by the treasury officer. All these transactions are to be shown in a book kept for the purpose with dates, and a list of all such entries supported by treasury receipts is to be submitted by the head-master to the Circle Inspector at the expiration of each quarter of the official year along with the quarterly account.

D. P. I.
Cir. No. 15, 7
14 March 1906.

My Circular No. 162 of 1903 seems to have given rise to some misconception, and some Inspecting Officers are of opinion that so much checking of accounts will be required in future under that Circular that it will interfere with the other important and legitimate portions of inspection work. The matter of embezzlement of money by officers through whose hands money passes is a most troublesome and difficult affair, and any plan, such as has been proposed by one of the Inspectors of Schools, by which the Deputy Inspectors will help an Inspector in examining the accounts, seems to me to be an advantage.

2. It is not expected that Inspectors of Schools should devote a whole day or more to a minute examination of the accounts of a school, or that they should curtail the number of their visits to schools to make time for such a thorough overhauling of a year's or six months' accounts. The examination of accounts is only a part (and not the most important part) of inspection.

3. It would be superfluous to point out that while it is very rarely possible in practice for the Head of a Department or of a branch of the administration, personally, to look into all the minute details of work, Government is quite justified in holding an officer responsible for the conduct of his subordinates.

4. What is wanted is that each Inspector should be able to produce such a moral influence over his subordinate officers, that such subordinates should feel sure of being found out if they did anything wrong. With this view, the Inspector on the occasion of his visit can take a month at haphazard, and go through the accounts for that period, and then he may also take a good many isolated days in the year, and, with the help of the class Registers, Collection-Books and Treasury receipts, try to ascertain whether the accounts are accurately kept, and the whole of the money received is regularly sent to the Treasury or not. Directions may also be given that the Head Master, being personally responsible for the correctness of the accounts of his school, should keep a strict eye over his clerks and office, and, over and above this, that the clerks may be changed every three or four years to other appointments.

(c) RULES FOR KEEPING ACCOUNTS IN GOVERNMENT COLLEGES AND SCHOOLS.

Circular No. 113, dated the 5th October 1899, by the Director of Public Instruction.

I HAVE the honour to forward herewith a copy of Government Memorandum No. 4597F, dated 10th August 1899, sanctioning the rules for keeping accounts in all Government colleges and schools, and to request that early steps may be taken to put the rules in force.

2. In this connection, I beg to impress on you the advantage in dividing the work of handling money and of keeping the account between two persons, as it may minimise the chance of foul play. This should therefore be done as far as possible.

3. The tabular statements mentioned in rule 13 are those referred to in this office Circular No. 1 of 1886, which is incorporated in the rules and orders, Chapter XXVI (Chapter XVII of the new Edition). The heads of the institutions should be careful to ascertain the correctness of the entries made therein in every detail. Inspectors of Schools are enjoined to examine the school accounts while on inspection and to initial the entries if correct. They should fully describe the result of the examination of the accounts in the inspection book. Any discrepancy in the accounts that is not satisfactorily explained should at once be reported to this office. The same procedure should be followed by Principals of colleges in regard to the accounts of the colleges and the attached institutions.

4. Punctuality in the submission of the accounts should be insisted on as a matter of great importance. Failure in this direction will entail on the accountant or any other defaulting officer the stoppage of promotion.

5. Finally, I would ask the officers concerned to see that the rules sanctioned by Government are strictly observed.

Memo. No. 4597F., dated the 10th August 1899, from the Govt. of Bengal, Financial Dept.

WITH reference to the memorandum No. 3451, dated the 30th November 1898, from the General Department of this office, the undersigned has the honour to forward to that Department a copy of the rules for keeping accounts in all Government Colleges and Schools, which were drawn up by the Accountant-General, Bengal, in consultation with the Director of Public Instruction, and have been approved by this Department. The Director of Public Instruction has been asked to issue the necessary instructions for bringing these rules into operation.

MODEL RULES FOR THE KEEPING OF ACCOUNTS IN ALL
GOVERNMENT COLLEGES AND SCHOOLS.

1. THE Principal or the Head-Master, as the case may be, is responsible for all Government or other money which may pass through his hands.

2. The Head-Clerk, or any other officer or officers, whom the Principal may appoint to have charge of the accounts and cash, will be required to furnish a sufficient security in accordance with the rules for taking security from ministerial officers conveyed with Bengal Government's No. 747T.—F., dated the 2nd November 1895.

3. Besides Trust Funds for the administration and audit of which there are separate rules, the Head-Clerk or officer in charge of the cash handles the following money:—

- (1) Establishment and contingent money.
- (2) Scholarship money.
- (3) Fees, fines, &c.
- (4) Library and Laboratory deposits (caution money).
- (5) Athletic Club subscriptions.
- (6) Hostel fees.
- (7) Permanent advance.

4. All sums drawn on establishment bills for the payment of salaries should be disbursed generally on the same day, and the payee's receipts taken on an acquittance roll. Any undisbursed pay shall be kept by the Head of the office for disbursement; if still undisbursed when the next month's bill falls due, the amount shall be deducted from the total thereof as "undisbursed pay" as laid down in Article 63 of the Civil Account Code.

5. For contingent charges a separate register will be maintained as prescribed in Article 80 of the Code. The expenditure noted therein will be met from the permanent advance, for which the Principal or the Head-Master will be held responsible to the Accountant-General, *vide* Article 78 of the Code. This permanent advance should be recouped from time to time in the manner laid down in Article 83 of the Code.

6. Scholarship bills should be drawn separately for each class of scholars, viz., senior and junior, &c., and should be for all the scholarship holders on the rolls of the College. The amounts drawn for the payments of scholarships should be treated in the same way as salaries, *vide* rule 4.

7. Donations from private persons as private scholarships should be credited to Government, and the scholarships payable therefrom should be drawn from the Treasury on separate bills, in which the date and amount of credit should be cited, to enable the Accountant-General to audit the charge.

8. All fees, fines, &c., should be credited daily to Government, the chalangans with which such amounts are remitted to the Bank or Treasury describing fully the nature of the receipts. In the case of institutions which are situated at considerable distances from a Treasury or Bank, collections should be made only on dates to be specified beforehand, and all money collected on such dates should be remitted on the same day to the Treasury or Bank.

9. *All money received from students, such as Library, Laboratory, and Workshops deposits, &c., should be held in a Deposit Account at the Treasury: a personal ledger account being opened for the purpose by the Heads of the institutions. In the case of Calcutta institutions a similar account will be opened by the Bank of Bengal. In case any part of such money is forfeited to Government, it should immediately be withdrawn from such deposit account and credited to Government. In such a case no cash transaction need take place, but the bill or cheque on which the amount is withdrawn from the deposit account should

* As modified in Govt. Order No. 125 T.F., dated 13th Sept. 1900 (*D. P. I.'s Circular No. 122 of 25th Oct. 1900*).

Accounts, Colleges and Schools.

be paid by transfer to the credit of Government at the Treasury or Bank. A note of these forfeitures may be kept in the Fine Registers in red ink with the remark that the amount has been paid by transfer to the credit of Government. This will not be included in the total to be entered in the cash-book.

10. In all cases where Hostels are managed as Government Institutions, the receipts should be credited to Government and the charges drawn from the Treasury like other educational charges. The receipts and charges should be included in the Departmental Budget Estimates.

11. *Athletic Club subscriptions should be entered in a separate book, and the money should be deposited in an account opened for the purpose in the Post Office Savings Bank. This account should be opened in the official name of the head of the institution.

12. The following registers are necessary for the proper keeping of accounts:—

General Cash Book.

- (1) For convenience this book may have as many columns as there are heads of collections, and for which separate subsidiary registers are maintained, from which the daily totals should be taken and entered in the cash-book. The totals of the several columns should be remitted to the Treasury or Bank for credit to Government, or to the deposit account, as the case may be. There should be no balance in the hands of the Principal or Head-Master, except the permanent advance, and any undisbursed pay or scholarship-money, *vide* rules 4 and 6. Such amounts must in no case be included in the cash-book and remitted to the Treasury.

Subsidiary Registers to cash-book.

- (2) Admission Register for admission fees of new students.
- (3) Collection book of fees, showing in different columns fees, arrear, current and advance for all classes of students in the College or School.
- (4) Registers of fines and miscellaneous collections with a column for remarks showing causes of fines, &c. : every item in this register should be initialled by the Principal or Head-Master.
- (5) Register of Hostel fee collections.
- (6) Register of Students' deposits showing in different columns Library, Laboratory, and Workshops deposits.
- (7) Register of Athletic Club subscriptions.

Disbursement Registers.

- (8) Acquittance rolls (a) for the disbursement of salaries, and (b) for scholarships.
- (9) Contingent Register.
- (10) Bill-book of establishment containing office copies of the monthly establishment bill or any supplementary bills.
- (11) Scholarship bill-book.

* As modified in Govt. Order No. 1253T.-F., dated 13th Sept. 1900 (*D. P. I.'s Circular No. 182 of 26th October 1900.*)

13. Care should be taken to see that all sums entered in the Subsidiary Registers are carried to the cash-book and are actually remitted to the Treasury or Bank for credit to Government, and that all sums received are entered in their respective registers. For this purpose the Principal or the Head-Master is required to furnish the Director of Public Instruction or Inspector of Schools, as may be ordered, monthly with a certificate to the effect that he has compared the figures in the Subsidiary Collection Books with the General Cash-Book, and that he has satisfied himself that all the amounts entered in the cash-book have actually been remitted to the Treasury or Bank and found to tally with the Treasury chalang or the Bank book. Such certificates must be accompanied by the usual tabular and other statements required by the Educational Department.*

3.—GRANTS-IN-AID TO COLLEGES AND SCHOOLS.

(a) RULES FOR GRANTS-IN-AID TO COLLEGES IN BENGAL.

[No. 2838 T.G., dated the 24th October 1905, from the Govt. of Bengal, General Dept.]

1. Government from time to time sanctions grants-in-aid to colleges not under Government management, which work according to the Transfer Rules of the Department, and which fulfil the conditions prescribed in the following rules.

2. Annual grants are given in aid of ordinary recurring expenditure. Special grants are given in aid of non-recurring expenditure of a special character. Temporary grants are also given in aid of boarding establishments, in accordance with the principle laid down by the Government of India that boarding-houses and hostels should be made self-supporting, so far as recurring expenditure is concerned.

3. Grants-in-aid are given on the principle of strict religious neutrality, and no preference will be shown to any college on the ground that any particular religious principles are or are not taught therein.

4. Applications for grants-in-aid are made direct to the Director of Public Instruction in the case of first grade colleges, and through the Divisional Inspector of Schools in the case of second grade colleges.

5. Grants-in-aid will be given only to such colleges as require the payment of fees from their students. The fee-rates shall be fixed in consultation with the Director of Public Instruction at the time when the application for a grant is being made or renewed.

6. Free-studentships shall not ordinarily exceed 5 per cent. of the total number of pupils on the rolls. The governing body of colleges are at liberty to admit, in addition to the 5 per cent. allowable, Muhammadans as free students up to the limit of 8 per cent. of the total number of students on the rolls, but not exceeding 12 in all. Colleges requiring special arrangements for free students must obtain the sanction of the Director of Public Instruction.

7. The governing body of any college by whom application for a grant is made must appoint a Secretary from among themselves, or some responsible member of the staff, to conduct their correspondence

* A specimen of the form to be used is to be found in Appendix (A).

with the Department. Every change of Secretary must be notified to the Director of Public Instruction under the signatures of the new Secretary and the Chairman of the governing body.

8. Before a grant-in-aid is given or renewed, full information must be supplied on the following points, on which the amount of the grant, if given, will depend :—

- (a) The constitution of the governing body, and the names of its members, together with their professions.
- (b) The suitability of the buildings, their site and surroundings, accommodation for students, furniture, attached library and laboratory, lighting and ventilation of the rooms, drainage of the surrounding premises, and the efficiency of sanitary arrangements for the students and staff.
- (c) The pecuniary resources, permanent and temporary, on which the college will depend for support.
- (d) The names, qualifications and salaries of the teaching staff, and the conditions governing their tenure of office.
- (e) The average monthly receipts from fees, Government grants and other sources, and the average total monthly expenditure of the college in detail for each of the preceding three years.
- (f) The average number of students in each class for each of the preceding three years.
- (g) The rate of fees charged in each class.
- (h) The results of public examinations during each of the preceding three years.
- (i) The provision made for physical exercise.
- (j) The extent of hostel accommodation.
- (k) The amount of aid sought.
- (l) The treasury at which the grant, if sanctioned, is to be payable.
- (m) The name and the class of the college or colleges within ten miles of the institution.

9. Every new election to the governing body must be notified to the Director of Public Instruction under the signature of the Secretary and the member or members elected, in the case of first grade colleges, and, through the Divisional Inspector of Schools, in the case of second grade colleges. If the governing body is not considered to be sufficiently representative, the Director may suggest any necessary alterations.

10. No grant shall be given, or, if given, it shall be withdrawn, unless the particulars given in connection with Rule 8(b) are satisfactory.

11. No new building shall be constructed for the college until the plan and estimates have been approved by the Director of Public Instruction.

12. The appointment and dismissal of every Principal, Professor or Lecturer shall be notified to the Department. The Department shall have power to enquire into any case of removal of a member of the teaching staff.

13. No grants shall be given, unless the conditions of residence of students are satisfactory, and unless due attention is paid to this point by the authorities of the college.

14. Any college to which aid is given, together with all its account books and other records, shall, at all times, be open to inspection by the Director of Public Instruction, or a senior officer of the Department who may be deputed by Government for the purpose. In the case of second grade colleges, all account books and other records shall, at all times, be open to the inspection of the Divisional Inspector of Schools.

15. All receipts, from whatever sources or for whatever purposes collected, must be entered in the account books of the college.

16. Any balance at the credit of the college must be employed for college purposes only, and no portion of it shall be spent for any other purpose without the previous sanction of the Director of Public Instruction.

17. The surplus funds of the college must be placed to the credit of the college in some bank at the end of each quarter, and the account should be made out in the joint names of the Secretary and one of the members of the governing body who will be selected for the purpose by that body.

18. The following books shall also be kept :—

- (a) An admission register.
- (b) Attendance registers of Professors and students.
- (c) A students' conduct register.
- (d) A register of transfer certificates issued and received.
- (e) A visitors' book.
- (f) A book containing the proceedings of the meetings of the governing body of the college.
- (g) A register of the progress of the students, indicated specially at periodical examinations.
- (h) A correspondence file.
- (i) A library catalogue.
- (j) A stock book of scientific apparatus, chemicals, etc.
- (k) A fee and fine collection book.
- (l) A subscription book.
- (m) An acquittance roll.
- (n) A cash book.

19. At visits of inspection, the inspecting officer shall enquire into the information supplied in accordance with the provisions of Rule 8, and also into—

- (a) the efficiency of the teaching ;
- (b) the state of discipline ;
- (c) the adequacy of the professorial staff, college library, teaching appliances and equipment of laboratories ;
- (d) the sources of study, subjects taught, routine of work and arrangements for exercises and tutorial assistance ;

- (e) the strictness with which the college registers are kept and the transfer rules observed ;
- (f) the degree of efficiency attained in the supervision of the hostels and messes attached to the college.

20. Grant-in-aid colleges shall as a rule follow the rules in Government colleges in the matter of holidays. Exceptions may be made under special circumstances and with the sanction of the Director of Public Instruction.

21. Government may claim a fair share of any balance at the credit of a grant-in-aid college at the time of its abolition, as well as of the sale proceeds of any college building or furniture towards the erection or purchase of which a grant may have been made by Government.

Annual Grants.

22. Annual grants-in-aid shall not exceed in amount the sums to be expended from private sources (after excluding the fees of scholars), except in special cases under special orders of Government.

23. Grants will be sanctioned ordinarily for a period of three years ; but the Director of Public Instruction may, at any time during its currency, recommend the revision of any grant for reasons to be stated, and to which the college authorities shall have an opportunity of replying.

24. The grant is payable every month or every quarter at the option of the Department.

25. The monthly or quarterly bill in the accompanying form must be sent in duplicate to the Director of Public Instruction for countersignature, and must be accompanied by a certificate that all salaries due for, and up to, the previous month have been paid in full.

26. The monthly bill and the certificate must be signed by the Secretary of the governing body or the Principal of the college.

27. Salaries for service in any month become due on the first day of the following month.

Special Grants.

28. Grants may be given to the governing body of college in aid—

- (a) of erecting, enlarging or furnishing college buildings;
- (b) of executing extensive repairs ; and
- (c) in special cases, of paying off debts incurred in erecting or enlarging college buildings.

NOTE.—1. Expenditure in the purchase of buildings may be treated as expenditure in the erection of buildings.

2. The sum to be allotted annually for building grants to colleges will be fixed provisionally for a term of years. It will not, in ordinary circumstances, be reduced, though it may be increased for any year during that term.

3. Every application for a grant must be submitted to the Department not later than the 31st December, if the grant is to be admissible for sanction

• XIII.—FINANCE.
Grants-in-aid, Colleges.

during the following financial year. If found to be in accordance with the rules, and in other respects deserving of support, it will be included in the list of 'approved applications.' If not so included, the reasons shall be notified to the governing body.

In case of an application for a repair grant under this rule (b), the governing body will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.

29. Except in the case of the foregoing rule, no grant shall be made in consideration of former expenditure in college buildings.

30. In general the proportion of the Government contribution made under Rule 28 shall not exceed one-half of the amount guaranteed from private sources.

31. Before a building grant is sanctioned, the site, plans, estimates, specifications, title and draft-trust deeds must be approved by the Director of Public Instruction. If the college receives no monthly grant, the governing body must also satisfy the Department that it is likely to be maintained in efficiency and that it will be open to inspection.

32. The Trust Deed* must declare the building to be granted in trust for college purposes only. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the college.

NOTE.—1. This rule does not preclude the governing body from using the building for other purposes, subject, if necessary, to the sanction of the Department when not required for the purposes of the college.

2. When the grant does not exceed Rs. 1,000 the governing body may execute a Deed of Acceptance in place of a trust deed—[vide *Bengal Govt., General Dept., No. 554, dated the 15th November 1890.*]

33. No grant is finally sanctioned until a certificate is received from the governing body setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims and to close the account.

34. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.

35. The grant is not paid in full until:—

(a) a report is received from the Public Works Department or other sufficient authority that the building is satisfactorily completed;

(b) the trust-deed is duly registered and lodged with the Department.

NOTE.—"Title-deeds of property mortgaged to Government on account of building grants may, as hitherto, remain with the mortgagor,"—[vide *Bengal Govt., General Dept., No. 44T.G., dated the 16th June 1890.*]

* For the form of Trust Deed, see page 527.

† For the form of the Deed of Acceptance, see page 526.

(TO BE SUBMITTED IN DUPLICATE.)

_____ COLLEGE AT _____

Month ending _____ 19

BILL FOR GRANT-IN-AID.

The Government of India

Dr.

	Rs.	A.	P.	
To the grant-in-aid for the month ending _____ 190 .				See Government order No. _____ dated the _____ 190 .
Total Rupees ...	_____	_____	_____	

Payable at the _____ Treasury.

I HEREBY CERTIFY that all the salaries due for, and up to, the
previous month have been actually paid.

The _____ 190 .

Secretary of the College.

Passed for rupees (in words)

CALCUTTA,
The _____ 190 . }

Director of Public Instruction, Bengal.

**(b) RULES FOR GRANTS-IN-AID TO SCHOOLS IN BENGAL
FOR INDIAN PUPILS.**

[No. 1413T.G., dated the 20th July 1905, from the Govt. of Bengal,
General Dept.]

1. An allotment from Provincial revenues is assigned annually by Government to be expended in grants-in-aid to schools not under Government management, provided they fulfil the conditions prescribed in the following rules and are conducted in accordance with the general rules laid down by the Department.

2. The allotment is distributed by the Director of Public Instruction, on the recommendation of the Divisional Inspectors, to schools which are certified to be eligible under these rules, reference being had to the requirements of each locality, as compared with others, and to the funds available. In determining the amount of the grants, special consideration shall be shown to schools which have a highly-qualified and well-paid staff and which levy fees at comparatively high rates.

Ordinary grants are given in aid of ordinary recurring expenditure.

Special grants are given in aid of non-recurring expenditure of a special character.

Temporary grants are given in certain cases in aid of boarding houses and hostels in accordance with the principle that such establishments should generally be made self-supporting in so far as recurring expenditure is concerned.

3. Any school to which a grant-in-aid is given, together with all its accounts, books and other records, shall at all times be open to inspection and examination by any officer appointed by the Government for the purpose, and to this end the records and accounts shall be placed in such custody that they shall be always accessible on the visit of any inspecting officer. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

NOTE—The following books shall be kept by all aided schools:—

- (a) An admission register.
- (b) Attendance registers for teachers and scholars, together with a summary of such attendance, and a book for keeping copies of "C" forms for preserving the monthly abstract of attendance.
- (c) A register showing whether boys attending the school live with parents or recognized guardians or in hostels or messes, and, if in the last, whether such institutions are under proper supervision.
- (d) A cash-book, and a book containing copies of "B" forms for preserving the monthly abstract account, and also acquittance-rolls showing the payment of all teachers and all scholarship-holders.
- (e) A visitors' book.
- (f) A diary, stoutly bound and containing not less than 200 pages.

- (g) A book in which all transfer certificates received and all declarations of guardians on scholars first entering school are duly kept, and a guard-book in which details of all transfer certificates issued from the school and signed by the head-master are kept under the care of the head-master.
- (h) A book containing the proceedings of the Managing Committee of the school, if any such Committee exists.
- (i) Service-books of teachers, which shall be kept up to date.
- (j) A catalogue of library books, and also a book in which the dates of issue and return of such books shall be entered.
- (k) A correspondence book or file.
- (l) A conduct register, in which all corporal punishment inflicted upon students shall be recorded.
- (m) A book showing the results of class examinations and at departmental examinations, as also at the University Entrance or other similar examinations.

The head-master shall, from time to time, make entries in the diary, showing the visits of the Managers and Inspectors, the curricula and progress of the various classes, and other important facts concerning the school or its teachers and students, such as appointments, dates of joining, dismissal or resignation, or absences due to illness of teachers, instructions to staff, serious infringement of discipline, use of school buildings for purposes other than school, etc., which are likely to be required for future reference. Such communications from the Inspector of Schools, as he may direct to be inserted in the diary, must be copied *verbatim* therein. An entry shall be made at least once a month by the head-master showing the progress of the various classes in their different subjects of study, but no reflections or opinions of a general character are to be entered.

The only persons authorised to make entries in the diary are the head-master, the Inspector and the Assistant Inspector of Schools, in the case of high schools, while, in the case of middle schools, the Deputy Inspector may also make entries. The diary shall be kept in the custody of the head-master, but shall be open at all times to the inspection of the Managers as well as of inspecting officers. No entry once made may be erased or removed, nor may it be altered otherwise than by a subsequent entry.

At the commencement of each school session, the names of all teachers who are to form part of the school staff for the year, and the distribution of the work among them, shall be entered in the diary and signed by the head-master. Any subsequent change in the staff, or in the distribution of the work, should similarly be recorded.

4. Inspecting officers will interfere as little as possible with the local management of the school, but shall satisfy themselves that the instruction is efficient, and that the conditions on which the grants were made are fulfilled; and aid will be withdrawn from any school in which such conditions are not fulfilled.

5. Grants are given on the principle of strict religious neutrality, and no preference will be shown to any school on the ground that any particular religious doctrines are taught or not taught therein.

6. Grants will be made to such schools only (with the exception of training schools, girls' schools, night schools for adults, and schools for aborigines and low castes) as realize some fee, however small, from all their scholars. Exemption from this rule may be allowed in exceptional cases by the Director of Public Instruction.

7. No grant shall be made to a high school, unless provision is made for—(a) instruction in drawing, drill, gymnastics, and, if required, in manual training also; (b) employment of graduates and trained teachers; (c) employment of teachers who have passed the oral examination in English for teaching all the subjects taught through the medium of English; (d) instruction in any subjects which may be required by the local conditions of the place in which the school is situated; and (e) spending a portion of the grant on purchase of educational and other appliances for practical teaching of various subjects; nor shall a grant be admissible, unless the medium of instruction in classes below the fourth be in accordance with the requirements of the scheme for vernacular education sanctioned in Government Resolution No. 1, dated the 1st January 1901.

8. The managers of any school applying for a grant must appoint a Secretary to conduct their correspondence with the Department, and all their names must be stated.

9. The managers shall be responsible for the due expenditure of the school funds in accordance with the conditions of the grant.

10. In respect of any school for which application is made, full information must be supplied on the following points, on which the grant will depend, and must be given in the shape required in Form A appended to these rules:—

- (a) The pecuniary resources, permanent and temporary, on which the school depends for support.
- (b) The proposed monthly expenditure in detail.
- (c) The average number of pupils under instruction.
- (d) Class of children attending the school, together with their races and creeds.
- (e) A rough statement of social position or calling of parents of the pupils.
- (f) The names and social standing of the persons who will form the Committee of Management, and the classes they represent.
- (g) The class of school and course of instruction.
- (h) The number, qualifications, and salaries of the teachers.
- (i) The fees to be charged in each class.
- (j) The amount of aid sought.
- (k) The treasury at which the grant, if sanctioned, is to be payable.
- (l) The existence of other schools of whatever classes within a distance of four miles of the school applying for a grant. In the case of towns like Calcutta, the four-mile limit will not be observed, but in such cases information as to neighbouring schools must be fully given.

- (m) The nature and size of the school-house and of the rooms contained in it, and also a description of the surroundings of the school. If possible, a rough map of the school and its immediate surroundings should be sent in shewing whether the school has a garden or play ground, and whether there are any arrangements for the residential accommodation of either masters or pupils.
- (n) The nature of the provision which has been made for the sanitary arrangements of the pupils and teachers, and the sanitation of the school buildings and its compound.

11. An application for a grant shall be made either directly to the Divisional Inspector, or to the District Deputy Inspector, who shall forward it, with his remarks, to the Inspector. The Inspector shall consult the District Magistrate, and, if they agree as to the rejection of the application, shall reject it. Otherwise it shall be forwarded to the Director of Public Instruction for sanction or orders as the case may be, with the opinion of the District Magistrate and his recommendation.

12. Grants shall not exceed in amount the sums to be expended from private sources, except in special cases, under special orders of Government and in the case of girls' schools under the orders of the Director of Public Instruction. District Board and Municipal contributions will be reckoned for this purpose as receipts from public sources.*

13. Aided schools are divided into the following classes:—

High Schools.—In which the pupils are educated up to the standard of the Entrance Examination of the Calcutta University, or up to the standard of the "B" and "C" classes or to similar standards.

Middle Schools.—In which the pupils are educated up to the Middle Scholarship standard.

Primary Schools.—In which the pupils are educated up to the Upper or Lower Primary Scholarship standard.

Girls' Schools.—Including agencies for *sauana* instructions.

Training Schools.—For the training of masters and mistresses.

Special Schools.—For instruction in special subjects or for special classes of pupils, such as music schools, schools for the deaf and dumb and for the blind.

14. Grants are of two kinds—Annual grants and special grants.

Annual Grants.

15. For High school the grants shall not exceed one-half of the income guaranteed from private sources, except in the districts of—

Birbhum,	Chittagong,
Dinajpur,	Tippera,
Rangpur,	Noakhali,
Bogra,	The Patna Division,
Darjeeling,	The Bhagalpur Division,
Jalpaiguri,	The Orissa Division,
Mymensingh,	The Chota Nagpur Division, and
The island of Dakhin Shah-	the thanas of Khatra, Raipur
bazpur in Backergunge,	and Simlapal in Bankura,

in which the grants may equal two-thirds of the income so guaranteed.

* This rule stands as amended in Govt. order No. 2636, dated 13th December 1907.

16. For middle schools, in which the expenditure is more than Rs. 40 a month, the grants shall not exceed two-thirds of the income guaranteed from private sources, except in the places mentioned above, in which the grants may equal the income so guaranteed.

17. For primary schools, and for middle schools in which the expenditure does not exceed Rs. 40 a month, as well as for training schools and special schools, the grant shall not exceed a sum equal to the full amount of the income guaranteed from private sources.*

18. The amounts laid down are maximum grants, but it must be understood that the maximum grant will not in all cases, and as a matter of course, be sanctioned.

19. No grant shall be made, or, if made, shall be continued, unless the buildings are well constructed and contain sufficient accommodation for the scholars in attendance. The rooms also must be properly furnished, lighted and ventilated, and surrounding premises properly drained. (General directions on these points have been issued by the Department.)

20. Grants will be sanctioned ordinarily for a term of three years: but the Inspector may, at any time during its currency, recommend the revision of any grant. Notice of a proposed reduction, or suspension, if considerable, shall be given to the managers, who may, if considered necessary by the Inspector or Director, be allowed an opportunity of stating any objection that they may have.

21. When a grant is sanctioned, the managers shall sign an agreement,† on stamped paper, to the effect that they will conduct the school in accordance with the conditions of the grant.

22. The sanction of a grant shall be conveyed in the following form:—

Office Memorandum of the Director of Public Instruction.

(1) A grant of Rs. a month is sanctioned from the 190
for the school at , in the district of , on the following
conditions:—

- (a) That Rs. a month at least be regularly contributed from private sources.
- (b) That the following scale of expenditure be maintained, subject to any alteration that may be sanctioned by the Inspector:—

		Rs.
Head master	...	...
Second master	...	...
Third master	...	...
Servants	} In case of girls' school only	...
Contingencies		...
Total	...	...

* This rule stands as amended in Govt. order No. 2536, dated 18th December 1907.

For the form of this deed, see page 555.

N.B.—When English is allowed to be taught in a Middle Vernacular school, the school should then be recognised as a Middle English school, a fresh agreement on stamped paper being drawn up under Rule 21. [*D. P. I. No. 4476, dated 14th April 1906.*]

(2) The grant shall be payable every month.

(3) The monthly bill (in form B annexed) must be sent to the Inspector for counter-signature, and must be accompanied by an amount (in Form C) for the month preceding that for which the bill is drawn and by a certificate that all salaries for the previous month have been paid in full.

After countersignature the bill will be paid at the treasury.

[NOTE.—Where the sanctioned scale contains an item for prize or library, separate accounts should be kept and vouchers should be filled of the prize or library fund expenses.

(4) The monthly bill and the certificate must be signed by the Secretary of the school.

(5) The bill shall be countersigned on the distinct understanding that the salaries and other charges, certified by the Secretary to have been paid, have actually been paid.

(6) Salaries for service in any month shall become due on the first day of the following month.

(7) The appointment and dismissal of every teacher shall be notified to the Department. No appointment shall be confirmed until it has received the sanction of the Department ; and the Department shall have the power to enquire into any case of the dismissal of a teacher.

(8) The grant shall be liable to be reduced or withdrawn if the payment of any teacher's salary is delayed for more than two months after it has become due.

(9) The grant shall be liable to be reduced or withdrawn if the school is unfavourably reported on as regards the attendance or proficiency or discipline of the scholars. With the monthly bill for grant-in-aid, a statement of the attendance of pupils in all the classes for the previous month shall be submitted in Form D.

(10) The grant shall be liable to be reduced or withdrawn, if the managers keep their accounts in a negligent or untrustworthy manner, or if they send up incorrect accounts, or if they fail to transmit punctually the periodical returns required by the Department, or if the Department is otherwise dissatisfied with the management.

(11) The grant shall be liable to be reduced or withdrawn, if the teachers are inefficient, or if they are absent from duty otherwise than in accordance with the rules of the Department, or if they keep the school registers in a negligent or untrustworthy manner.

(12) Holidays shall not exceed 65 days in the year, exclusive of Sundays, except under peculiar circumstances and with the sanction of the Inspector.

(13) Free studentship shall not ordinarily exceed 5 per cent. of the total number of pupils on the rolls, exclusive of scholarship-holders. Managers of high schools may, with the sanction of the Inspector, admit, an additional number (not exceeding 12) of Muhammadans as free students up to the limit of 8 per cent. of the total number of pupils on the rolls.

(14) The Department shall have power to define the subjects of instruction to be given, and to have a voice in settling the fee rates, in

controlling expenditure, in enforcing discipline, and in regulating attendance.

(15) The Department shall have power to direct the Managers to purchase such articles as furniture, teaching appliances, black-boards, maps, library books, etc.

(16) Every new election to the Committee of Management shall be notified to the Inspector under the signatures of the Secretary and of the member or members elected.

(17) Every change of Secretary shall be notified to the Inspector under the signatures of the new Secretary and the members of the Committee of Management.

(18) All receipts, from whatever sources or for whatever purposes collected, shall be entered in the account book of the school, which shall be open to inspection and examination by any officer appointed by Government for the purpose. All receipts collected by the head-master should be remitted on the same date, as far as possible, to the Secretary with a chalan to be signed by the Secretary after the receipt of the money.

(19) No part of the previous balance of the school shall be spent without the sanction of the Inspector, except for payment of the sanctioned establishment, in order to make up any deficit in the private contributions in any particular month.

(20) The surplus funds of the school shall be placed in the Postal Savings Bank at the end of each quarter, and the savings bank account should be made out in the joint names of the Secretary and one of the members of the Managing Committee, who will be selected for the purpose by the Committee.

(21) No new building shall be constructed for the school until the plan and estimates have been approved by the Inspector.

(22) Government may claim a fair share of any balance at the credit of a school at the time of its abolition, as well as of the sale-proceeds of any school-house or furniture towards the erection, enlargement, repairs or purchase of which a grant may have been given by Government.

Special Grants.

23. Grants may be given to managers of school in aid—

- (a) of erecting, enlarging or furnishing school buildings ;
- (b) of attaching boarding establishments to high schools ;
- (c) of executing extensive repairs ; and
- (d) in special cases, of paying off debts incurred in erecting or enlarging school buildings.

NOTE.—1. Expenditure in the purchase of buildings may be treated as expenditure in the erection of buildings.

- 2. The sum to be allotted annually for building grants to school shall be fixed provisionally for a term of years. It shall not, in ordinary circumstances, be reduced, though it may be increased for any year during that term.
- 3. Every application for a grant shall be submitted to the Department not later than on the 31st December, if the grant is to be admissible for sanction during the following financial year. If found to be in accordance with the rules, and in other respects deserving of support, it will be included in the list of "approved application." If not so included, the reasons shall be noticed to the managers.

4. The total sum allotted for the year will be divided between schools for different sections of the community (Europeans, Hindus, Muhammadans, Native Christians, etc.) in some proportion to the requirements of each community, as indicated by the amount of the "approved applications" received from each, regard being also paid to preferential claims as explained in note (5). Grants not required by one section of the community may, towards the close of the year, be reappropriated to meet the wants of another section.
5. In selecting "approved applications" for sanction, those projects that involve the education or boarding of an increased number of pupils shall ordinarily be preferred to those that merely seek to improve the accommodation of existing pupils.
6. In the case of an application for a repair grant under rule (c), the managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.

24. Except in the case provided in the foregoing rule, no grant shall be made in consideration of previous expenditure on school buildings.

25. In general, the proportion of the Government contribution made under rule 23 shall not exceed the proportion laid down in rules 15 to 18 for a school of the same class.

NOTE.—The sum of Rs. 10,000 is fixed as ordinarily the maximum grant for any undertaking or project.

26. Before a building grant is sanctioned, the site, plans, estimates, specifications, title and draft trust-deeds must be approved by the Director of Public Instruction. If the school receives no monthly grant, the Managers must also satisfy the Department that it is likely to be maintained in efficiency and that it will be open to inspection.

27. The Trust Deed* must declare the building to be granted in trust for school purposes only. It must also provide for the legal ownership of the premises, for the proper maintenance of the buildings, and for the inspection and management of the school.

NOTE.—1. This rule does not preclude the managers from using the building for other purposes subject, if necessary, to the sanction of the Department, when not required for the purposes of the school.

2. When the grant does not exceed Rs. 1,000, the manager may execute a Deed of Acceptance in place of a trust deed [vide *Bengal Govt., General Dept. No. 584, dated the 13th November 1890.*]

28. No grant will be finally sanctioned, until a certificate is received from the managers, setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims and to close the account.

29. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.

30. No grant will be paid in full until—

- (1) a report is received from the Public Works Department or other competent authority that the building is satisfactorily completed, and
- (2) the trust-deed is duly registered and lodged with the Department.

NOTE.—"Title-deeds of property mortgaged to Government on account of building grants may, as hitherto, remain with the mortgagor" [vide *Bengal Govt., General Dept., No. 44T. G., dated the 16th June 1890.*]

* For the form of the Trust Deed, see page 557.

† For the form of the Deed of Acceptance, see page 556.

SUPPLEMENTARY RULES.

New grant or renewal of grants.

1. In submitting recommendations for new grants or renewal of previous grants, Inspectors of schools should at the same time send a copy of the latest inspection report on the school made by any inspecting officer of the Department.

2. Copies of any previous inspection report, should such be considered as likely to be of help to the Director of Public Instruction in arriving at a clear understanding of the condition of the institution in question, might also be annexed.

Applications for renewal of Grants-in-aid.

P. I.
Cir. No. 87
of 1905.

All applications for renewal of grants-in-aid are to be in future accompanied by a statement showing the actual receipts or expenditure under each head for each of the preceding three years, in addition to the full statement for the last six months.

D. P. I.
Cir. No. 173, 4
5 Octr, 1906.

It has been brought to notice that applications for renewal or revision of grants-in-aid are often received in Director of Public Instruction's office long after the expiry of the period for which the grants were sanctioned.

2. This practice is objectionable in many ways. The Government grant is supposed to be an integral part of the school income—integral because it is assumed that without the Government grant the school is unable to work on the basis of the sanctioned establishment, which represents practically in every case the minimum staff required for carrying on the work of the school with anything approaching efficiency. If therefore the Government grant is not drawn by a school for a long time, the inference is either that the teachers are not being paid, or that the capital of the school is being drawn on, or that the requisite number of teachers are not employed, or, finally, that the grant is not really required at all.

3. In order to put a stop to the inconveniences and irregularities which arise from the present objectionable practice, I request that in future every application for the revision or renewal of a grant may be submitted to this office at least one whole month before the date of the expiry of the grant. In the event of delay being caused by failure on the part of the authorities of a school to submit their application in time, the school will be liable to forfeit the grant for the period which elapses between the date of the expiry of the grant and the date of the receipt of the application for renewal.

4. In the statement of the present and proposed constitution of the school which the authorities are called upon to fill in when they apply for the renewal of a grant, the following two items of information are required:—(a) the average number of pupils for the last six months, and (b) the average fee income during the last six months. The present practice is to supply this information for the six months which immediately precede the date on which the grant expires. For the future six months for which this information is returned should be the six

months which immediately precede the date on which the application form for renewal is filled in, whatever that date may be.

5. It is also essential that a recent inspection report should be submitted with every application for renewal of a grant. In order to enable the school authorities to comply with this demand, you are requested to arrange that every aided school should be inspected during the last six months of the term of the sanctioned grant.

Applications for Building grant.

1. All applications for building grants should be accompanied by proper plans giving necessary details and dimensions, and estimates giving full detailed measurement. The plans and estimates should, as far as possible, be in the form of those prepared by Executive Engineers in the Public Works Department.

Bengal Govt.,
General Dep't.,
No. 1391T.G.,
28 Sept. 1904.

2. If firms submitting estimates have any difficulty in understanding what is required, they may refer to the Executive Engineer, 1st or 2nd Calcutta Division, who will always be glad to give assistance in the matter.

FORM A.

(In which application must be made to the Inspector for new grants-in-aid or for renewal of old grants.)

APPLICATION FOR A GRANT-IN-AID FOR

DISTRICT

THANA

IN

SCHOOL AT

CLASS

THE

No.

PROPOSED CONSTITUTION.

Dated

CLASSES.	Average number of pupils expected.	Fees to be charged in each class.	Anticipated fee-income.	Proposed charges or rate of expenditure monthly.	Estimated receipts monthly.	REMARKS.
1st	...			1st Teacher ...	Rs. A. P.	From private sources.
2nd	...			2nd " ...	Rs. A. P.	Fees
3rd	...			3rd " ...	Rs. A. P.	Subscriptions and donations
4th	...			4th " ...	Rs. A. P.	Endowment
5th	...			5th " ...	Rs. A. P.	"
6th	...			Prizes ...	Rs. A. P.	From public sources.
7th	...			Library ...	Rs. A. P.	Government grant-in-aid
8th	...			Servants* ...	Rs. A. P.	Municipal grant (if any)
9th	...			Contingencies* ...	Rs. A. P.	Total from all sources
Total	...	Total	...	Total	Rs. A. P.	The grant to be payable at the Treasury.

Here to be inserted the names of the persons who will form the Committee of Management.

Here to be inserted the Inspector's recommendation ; information about other schools within a distance of four miles ; the Magistrate's opinion on the application ; and the Inspector's final remarks.

Names of Committee.	Residence.	Profession and social position.	Recommendation of the Inspector.
Members.			
Member and Secretary.			Opinion of the Magistrate.

Final remarks of the Inspector.

* For girls' schools only.

FORM A—concluded.

PRESENT STATE OF THE SCHOOL.

To be filled up if the School has been in existence for six months and upwards.

CLASSES.	Average number of pupils during the last six months.	Fees charged in each class.	Average monthly fee-income.	Average charges incurred monthly for the last six months.	Average receipts monthly for the last six months.	REMARKS.
1st				1st Teacher ...	Rs. A. P.	From private sources.
2nd				2nd " ...		Fees ...
3rd				3rd " ...		Subscriptions and donations ...
4th				4th " ...		Endowment ...
5th				5th " ...		
6th						From public sources.
7th				Prizes ...		Government grant-in-aid† ...
8th				Library ...		Municipal grant ...
9th				Servants* ...		Total from all sources ...
				Contingencies* ...		
Total		Total ...		Total ...		† Here enter number and date of order sanctioning existing grant, if any.

* For girls' schools only.

N. B.—In the case of High English Schools on a vernacular basis the first four classes should be shown as above but from the fifth class downwards the corresponding vernacular standard are also to be cited against each. Thus, fifth class [Standard V], 6th (Standard V), 7th A (Standard III), 8th A (Standard II), 8th B (Standard I), 8th C (Infant stage, third year, and lastly, the second and first year classes for infants. For Middle and Primary Schools also, the corresponding standards should be noted against each class.

XIII.—FINANCE.
Grants-in-aid, Schools.

FORM B.

_____ School at _____ in District _____

Month ending _____ 19 .

BILL FOR GRANT-IN-AID.

THE SECRETARY OF STATE IN COUNCIL FOR INDIA Dr.

To the grant-in-aid for the month ending ...	Rs. *	A.	P.	See order of Director of Public Instruction, No. _____, dated the _____ 190 .

PAYABLE at the _____ Treasury.

The _____ 19 .

Secretary of the School.

PASSED for Rs. _____

Inspector of Schools.

The _____ 19 .

Division,

FORM C. MONTHLY ABSTRACT ACCOUNT.

SCHOOL AT _____, DISTRICT _____
For the month of _____ 19 .

RECEIPTS

	Rs.	A.	P.	Rs.	A.	P.
Balance of previous account						
Fees and fines received during the month						
Subscriptions and donations received during the month						
Received from other local sources during the month						
Government grant received during the month (for _____)						
Municipal ditto ditto (for _____)						
Special ditto ditto (on account of _____)						
Advance from Secretary during the month						
Total of actual receipts during the month ...						

DISBURSEMENTS.

	I.—Monthly charges specified in the grant.			II.—Charges falling due in the month.			III.—Amounts actually paid during the month.			Explanation of difference between columns I and II.
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Head Master										
2nd do.										
3rd do.										
4th do.										
5th do.										
6th do.										
7th do.										
8th do.										
9th do.										
10th do.										
Head Pandit										
2nd do.										
3rd do.										
4th do.										
5th do.										
Servants—number										
Prize										
Library										
Contingencies										
Total ...										
Add outstanding dues (if any) from last account										
Total ...				A*			B*			* Outstanding dues (if any) from present account, namely, the difference between A and B:—
Expenditure from special grants										Rs.
Refund of Secretary's advance (see account for _____)										
Total of actual payments during the month										
Balance in hand on the last day of the month										
Total ...										Paid on
										Secretary.

I DECLARE that all the amounts mentioned in this account as received and paid during the month, have actually been so received and paid.

Examined.

Dated _____ }
The _____ 190 . }
Secretary.

Head Master.

- NOTE.—1. This account is to be for the month preceding that for which the accompanying grant-in-aid bill is drawn.
2. It is to be an abstract of the actual receipts and disbursements during the month, as entered in the cash account book.
3. The Secretary will send this account in duplicate, if required to do so by the Inspector.
4. If the declaration at the foot of this account is falsely signed the Secretary is thereby rendered liable to all the penalties of clause 415 of the Penal Code.

XIII.—FINANCE.
Grants-in-aid, Schools.

FORM D.
ABSTRACT REGISTER OF ATTENDANCE.

SCHOOL AT _____, DISTRICT _____
For the month of _____ 19 ____.

CLASS.	Number on the roll.	Average number present daily during the month.	Rate of schooling-fee.	Amount of schooling-fees due for the month.	Admission-fees and fines due.	Outstanding for previous months.	Total.	Amount collected during the month.	Amount outstanding.	REMARKS.
				Rs. A. P.	Rs.	Rs. A. P.	Rs. A. P.	Rs.	Rs.	
1st Class									
2nd "									
3rd "									
4th "									
5th "									
6th "									
7th "									
8th "									
9th "									
10th "									
Total ...										

Hindus _____ Percentage of attendance during the month _____ { English _____
 Muhammadians _____ { Bengali _____
 Others _____ { Persian, etc. _____

N. B.—For schools on the vernacular basis the corresponding standards should be noted.
 Secretary.

Public Instruction No. 14.

ACCEPTANCE OF GRANTS-IN-AID.

[Vide Rule 21]

(TO BE DRAWN UP ON EIGHT ANNAS STAMPED PAPER.)

COMMITTEE	}		WE, whose names are entered in the	
			margin, hereby accept the Government	
			grant of Rupees	
			sanctioned by the Director of Public	
	}	<i>Members.</i>	Instruction for the	Class
			School at	
			on the conditions set forth in his Memo-	
		<i>Member & Secretary.</i>	randum No.	, dated

and in consideration of such grant, we jointly and severally agree to be responsible for the proper management of the school and the due application of its funds until we shall have severally notified our retirement from the Committee of Management either to the Inspector personally or by a registered letter addressed to him through the Post.

(Here Signatures.)

DEED OF ACCEPTANCE OF SPECIAL GRANT-IN-AID.

[Vide Rule 27, Note 2.]

We, whose names are entered in the margin, and whose signatures appear at the foot hereof hereby accept the special grant of Rupees only, sanctioned by Government through the Director of Public Instruction, Bengal, for the

Committee of Management.

Members.

School
College at _____ in the district of _____, in the Director of Public Instruction's memorandum No. _____, dated the _____, and in consideration of such grant, we hereby severally and individually, and also with the intent of binding (so far as we can) our successors in office, agree that Government shall, if the School
College is at any time hereafter abolished, receive a fair share of any balance at the credit of the said School
College at the time of its abolition, as well as of the sale-proceeds of any school buildings or furniture in or towards the erection or purchase of which the above or any previous grant may have been in whole or in part applied. The decision as to what is a fair share of such credit balance and sale-proceeds, respectively, shall rest, in case of dispute with the Director of Public Instruction, Bengal, whose decision in regard thereto shall be final and binding on all parties.

Instructions.

D. P. I.
Cir. No. 79, 7
25 April 1906.

This bond is to be executed when grants-in-aid are given by the Education Department. The agreement has to be drawn up on an eight-annas stamped paper, and has to be signed by the members of the Managing Committee concerned. The Board of Revenue and the Legal Remembrancer hold that, if a member of the Managing Committee retires or resigns and is succeeded by some one else, either a fresh bond must be executed on an eight-annas stamped paper by the whole body of members, or by the new member only. If the latter alternative is preferred, a reference must be made in the deed to the former deed. This procedure should be followed in future.

FORM OF TRUST DEED.

[Vide *Rule 27.*]

This Indenture made the day of 19 BETWEEN

hereinafter called the said Trustees of the one part and THE SECRETARY OF STATE FOR INDIA IN COUNCIL, hereinafter called the said Secretary of State of the other part, WHEREAS the piece or parcel of land hereinafter described and expressed to be hereby assured is now vested in the said Trustees as Managers and Trustees of the School, AND WHEREAS by the rules for grants-in-aid to schools and colleges in force in Bengal it is *inter alia* declared under the head of "Special Grants" (Articles 23, 26 and 27) as follows:—

Full names, addresses and descriptions of the Trustees or Managers of the school.

Name of school.

" 23. Grants may be given to Managers of schools in aid—

- (a) Of erecting, enlarging or furnishing school buildings.
- (b) Of executing extensive repairs.
- (c) In special cases, of paying off debts incurred in erecting or enlarging school buildings.

" 26. Before a building grant is sanctioned the site plans, estimates, specifications, title and Trust Deeds must be approved by the Director of Public Instruction.

" 27. The Trust Deed must declare the building to be granted in trust for school purposes only. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school."

AND WHEREAS the said Trustees have applied to the said Secretary of State for a grant-in-aid of

AND WHEREAS the Director of Public Instruction, Bengal, acting for and on behalf of the said Secretary of State has satisfied himself that the site plans, estimates, and specifications of the said buildings are suited to the school and that the title to the said land forming the site is in order, and has accordingly sanctioned a grant of Rs.

Here state the purpose for which the money is required.

to be paid to the said Trustees on their completing the said buildings to his satisfaction and in accordance with the plans and specifications aforesaid in consideration of their executing in favour of the said Secretary of State such conveyance or assurance as is hereinafter contained, NOW THIS INDENTURE WITNESSETH that in pursuance of the said agreement in this behalf and in consideration of the said grant-in-aid or sum of Rs.

to be hereafter paid as aforesaid by the said Secretary of State to the said Trustees, they the said Trustees do and each of them doth hereby grant, convey and assign unto the said Secretary of State his successors and assigns all that piece or parcel of land situate in the registration district of sub-district of and thana of containing

by estimation an area of
and bounded on the north by
on the south by
on the east by
on the west by

together with all and singular the buildings and erections now being or which may hereafter be thereon expressly including the said buildings to be erected as aforesaid and all rights easements and appurtenances

whatsoever usually held or occupied therewith or reputed to belong or be appurtenant thereto and also all furniture fixtures fittings maps and other school apparatus school-books and chattels for the time being in and belonging to or used or to be used for the said school and all the estate right title interest claim and demand of the said Trustees into and upon the said hereditaments and premises **TO HAVE AND TO HOLD** the said piece or parcel of land hereditaments chattels and effects and all other the premises expressed to be hereby assured unto and to the use of the said Secretary of State his successors in office and assigns according to the nature and tenure thereof respectively upon the trusts nevertheless and to and for the intents and purposes following that is to say upon trust to permit the same hereditaments and premises to be used as and for the purposes of a public school the said school to be managed and conducted in all respects in accordance with the rules and regulations for the time being in force of the Education Department in Bengal and to be always open at all times to the inspection of the Director of Public Instruction in Bengal for the time being or of any officer of Government appointed for that purpose and upon further trust in case the said Trustees or their successors in that office shall at any time fail to maintain and keep in good and substantial order and repair and condition the buildings to be erected in the said hereditaments and premises to the end that the same may be always efficient for use for the purposes of the said school or if the said school shall at any time cease to exist or cease to be conducted in accordance with the foregoing rules then and in any of such cases to forthwith make sale and absolutely dispose of the said hereditaments and premises and apply the proceeds of such sale after payment thereof of all costs and expenses attending the same in or towards recouping or reimbursing to the said Secretary of State his successors or assigns the said grant in-aid or sum of Rs. and pay the surplus if any to the said Trustees parties hereto or other the Trustees or Trustee for the time being of the said school. In witness whereof the said parties to these presents have hereunto set their respective hands and seals the day and year first above written.

Signed sealed and delivered by)
 the above-named)
 in the presence of)

Signed sealed and delivered by)
 the above-named)
 in the presence of)

Signed sealed and delivered by)
 Secretary to the Government of)
 Bengal in the General and)
 Revenue Departments for and)
 in behalf of His Honour the)
 Lieutenant-Governor of Bengal)
 acting in the premises for and)
 on behalf of the Secretary of)
 State for India in Council in)
 the presence of)

*Grants-in-aid, Girls' Schools.***(c) GRANTS-IN-AID TO GIRLS' SCHOOLS.****RULES FOR AIDING GIRLS' SCHOOLS IN AND NEAR CALCUTTA IN REFERENCE TO THE NEW VERNACULAR EDUCATION SCHEME.**

1. The annual sum allotted to grants-in-aid of schools in and about Calcutta is about Rs. 55,000.

2. This sum will be distributed partly according to (A) attendance and partly according to (B) general efficiency, *i.e.*, teachers' qualification, discipline, house accommodation and quality of teaching imparted.

D. P. I.
Cir. No. 81
6 June 1906.

A.—In reference to roll number.

AVERAGE MONTHLY ROLL NUMBER (GIRLS ONLY).	ANNUAL GRANTS FOR SCHOOLS TEACHING EFFICIENTLY STANDARDS.							
	Infant.	I.	II.	III.	IV.	V.	VI.	Entrance.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Below 40	40	60	80	120	160	230	280	480
40 to 59	50	75	100	135	160	220	280	510
60 to 89	60	90	160	190	200	280	320	530
90 to 119	70	100	200	230	250	340	400	540
120 to 140	80	120	250	300	330	390	450	580
150 and upward	90	130	300	350	380	440	460	580

B.—In reference to general efficiency.

N. B.—Schools below Standard I will not get any aid according to scale (B).

Annual maximum grants for efficiency in —

Standard ...	I.	II.	III.	IV.	V	VI.	Training class.	Entrance class
	Rs. 25	Rs. 40	Rs. 60	Rs. 90	Rs. 180	Rs. 280	Rs. 1,000	Rs. 1,800

3. Special grants will be given for boarding schools in addition to grants earned as above:—

For each pupil (in other than Training schools) Re. 1 a month.

For ditto in Training schools ... Rs. 2 „

4. Training schools, in addition to attendance and efficiency grants under rule 2, and boarding grants under rule 3, will receive a further tuitional grant of Re. 1 a month for each pupil under training.

5. In deciding on the grants to be paid under rules 2, 3 and 4, it will be necessary also to consider the average figures for the last three years in each case.

6. The several standards will be as in the statements A and B in rule 2.

7. No pupil who has not read the full course of Standard IV will be allowed to join a Training school in the Junior Teachership class and none who has not read the full course of Standard VI the Senior Teachership class.

8. A school getting an efficiency grant for a higher standard shall not be allowed an efficiency grant for a lower standard.

9. It is to be particularly observed that the scales upon which grants are to be given as mentioned in rules 2, 3 and 4 are only of an approximate character, and may be increased or reduced in any year according to the funds at the disposal of the Director of Public Instruction, Bengal.

10. In addition to the sum of Rs. 55,000 referred to above, the sum of Rs. 780 is annually distributed in prizes as follows:—

			Rs.		Rs.
20 prizes for	passes in	standard	IV, 15	each	300
10	"	"	V, 18	"	180
8	"	"	VI, 20	"	160
5	"	"	VII, 28	"	140
Total					<hr/> 780 <hr/>

CHAPTER XIV.

BUILDINGS AND RESIDENCES.

1.—BROTHELS AND DISORDERLY HOUSES

IN THE VICINITY OF EDUCATIONAL INSTITUTIONS.

BENGAL ACT No. III OF 1906.

[PUBLISHED IN THE CALCUTTA GAZETTE OF THE 4TH APRIL, 1906.]

An Act to provide for the discontinuance of Brothels and Disorderly Houses in certain localities in Bengal.

WHEREAS it is expedient to make provision for the discontinuance of brothels and disorderly houses in certain localities in Bengal; It is hereby enacted as follows:—

1. (1) This Act may be called the Bengal Disorderly Houses Act, 1906;

(2) It applies to all municipalities constituted under the Bengal Municipal Act, 1884; and

(3) The Lieutenant-Governor may, by notification in the *Calcutta Gazette*, extend it to any specified local area not being a municipality.

Short title
and extent.

Ben. Act III
of 1884.

2. (1) When any Magistrate of the first class receives information—

(a) that any house in the vicinity of any educational institution, or of any boarding-house, hostel or mess used or occupied by students, is used as a brothel or for the purpose of habitual prostitution, or is used by disorderly persons of any description, or

Power to
direct discontinuance of
use of house
as a brothel or
by disorderly
persons.

(b) that any house is used as aforesaid to the annoyance of respectable inhabitants of the vicinity, or

(c) that any house in the immediate neighbourhood of a cantonment is used as a brothel or for the purpose of habitual prostitution,

he may summon the owner, tenant, manager or occupier of the house to appear before him either in person or by agent; and, if satisfied that the house is used as described in clause (a), clause (b) or clause (c), as the case may be, may, by written order, direct such owner, tenant, manager or occupier, within a period to be stated in such order, not less than five days from the date thereof, to discontinue such use:

Provided that action under this sub-section shall be taken only—

- (i) with the sanction or by the order of the District Magistrate; or
- (ii) on the report of the Commissioners of the municipality concerned; or
- (iii) on the complaint of three or more persons resident in the immediate vicinity of the house to which the complaint refers.

(9) If any person against whom an order has been passed by a Magistrate under sub-section (1) fails to comply with such order within the period stated therein, the Magistrate may impose on him a fine which may extend to twenty-five rupees for every day after the expiration of that period during which the house is so used.

Provided that no fine shall be imposed on an owner if he is able to prove to the satisfaction of the Magistrate that he has taken such action as is within his power to comply with the order.

2.—BUILDING ADVANCES.

D. P. I.
Cir. No. 78,
9 Augt. 1892.

ADVANCES to public officers for house-building are regulated by the rules laid down in Resolution No. 2721A., dated the 30th June 1892, by the Government of India, Financial Department (as subsequently modified). The rules are reproduced in the Civil Account Code (7th edition) as Article 136 and are shown below:—

RULES.

I.—Advances may be made under the sanction of Local Governments and Administrations and Heads of Imperial Departments to officers who desire to build houses for occupation by themselves at places where no houses are available, or where house-rent is exceptionally high. No advance is permissible for the construction of a house, except at the place in which the officer is actually serving, or at which he is permitted to reside while in active service.

II. —All such advances must be *bonâ fide* required for the purpose of building suitable houses for the personal residence of the officers concerned; and if more is advanced than shall be actually expended for the purpose, the surplus shall be refunded to Government.

Building Advances.

- III.—The advances may be made in instalments when considered desirable, and when so made, repayment shall commence from the fourth issue of pay after the first instalment is taken; but when the advance is taken in one instalment, repayment shall commence with the second issue of pay. The repayment of the whole advance shall in both cases be completed in two years.
- IV.—No advance shall exceed six months' salary of the officer to whom it is made; and not more than one advance shall be made for the same house.
- V.—Recovery will be made by the Treasury Officer, or other disbursing officer, deducting monthly instalments equal to one-twenty-fourth part of the advance from the salary bills of the officer concerned.
- VI.—In order to secure Government from loss consequent on an officer dying or quitting the service from complete repayment of the advance, the house so built, together with the land it stands upon, must be mortgaged to Government, by whom the mortgagee will be released on liquidation of the full amount of the advance.
- VII.—The officer must satisfy Government regarding his title to the land upon which the house is or is proposed to be built.
- VIII.—An officer quitting or removed from the station where he has built a house, before the whole amount of the advance has been liquidated, will continue liable to the deduction of his monthly instalment until the advance has been repaid; but, with the special sanction of the Local Government, he may be allowed to dispose of the house, provided he is thereby enabled to clear off at once the whole amount due; or to transfer it to any officer of his own or higher rank, the future deductions being made from the salary of such officer.
- IX.—An officer may, after transfer to a new station, be allowed a second advance provided the former one has been completely repaid.
- X.—Applications for advances must be made through the applicant's departmental superior, who will record his opinion as to the necessity for the assistance solicited. The applicant must certify that the sum is to be expended in building only, and pledge himself that, should there be any surplus funds after the house is completed, they will be at once refunded to Government.
- XI.—The last-pay certificate granted to officers under advances must specify the original amount of such advance, the amount repaid, and the balance remaining due.

* Shown below.

A form of mortgage bond* will be issued to officers who may wish to avail

themselves of the advance.

FORM OF MORTGAGE BOND.

THIS INDENTURE made the day of
one thousand eight hundred and ninety BETWEEN

of

a Civil Officer of

of the one part and the SECRETARY OF STATE FOR INDIA IN COUNCIL of
the other part: WITNESSETH that under the provisions of the Resolution
of the Governor-General in Council dated the thirtieth day of June
one thousand eight hundred and ninety-two No. $\frac{A}{2721}$ and in considera-

tion of the sum of rupees
paid to the said

by the said Secretary of State in Council (the
receipt whereof the said

doth hereby acknowledge) for the purpose
of enabling the said

to defray the expenses of building a suitable house for his own residence
in he the

said doth hereby for
himself his heirs executors and administrators covenant with the said
Secretary of State in Council and his successors that he the said

his heirs
executors or administrators will pay unto the said Secretary of State
his successors or assigns the said sum of Rupees

on the day of next: AND

THIS INDENTURE ALSO WITNESSETH that for the consideration aforesaid
he the said doth hereby

convey unto the said Secretary of State his successor and assigns: ALL
that piece of land situate in the district

of registration district of and

sub-registration district of containing more

or less bounded on the north by on the south by

on the east by

and on the west by

together with the dwelling-house

and the out-offices stables cook-rooms and out-buildings of all kinds

used or intended to be used with the said dwelling-house lately erected †

and together with all rights easements and appurtenances to the same

or any of them belonging: TO HOLD the said premises unto the said

Secretary of State his successors and assigns absolutely as his and their

own property: PROVIDED always that if and as soon as the said

sum of Rupees shall have been repaid by the deduction

of monthly instalments of the salary of the said

as in the said Resolution mentioned or by any other

means whatsoever then the said Secretary of State his successor and

assigns will at any time thereafter upon the request and at the cost

of the said

his executors administrators and assigns reconvey

* Two years
from the date
of commence-
ment of repay-
ment of the
loan under
paragraph 5
(III) of the
Resolution.

† Where the
house, offices,
etc., have not
yet been erect-
ed or are in
course of being
built, for
"lately erect-
ed" substitute
"hereafter to
be erected"
or "now being
erected," as
the case may
be.

the said premises unto the said
his executors administrators and assigns or as he or they shall direct :
AND it is hereby declared that if the said

shall die or quit the service before the said sum of
rupees shall have been fully paid off then and in
either of such cases it shall be lawful for the said Secretary of State
his successors or assigns to sell the said premises or any part
thereof either together or in parcels and either by public auction or
by private contract with power to buy in or rescind any contract for
sale and to re-sell without being responsible for any loss which may
be occasioned thereby: AND to do and execute all such acts and assur-
ances for effectuating any such sale as the said Secretary of State
his successors or assigns shall think fit: AND it is hereby declared
that the receipt of the said Secretary of State his successors or
assigns for the purchase-money of the premises sold or any part
thereof shall effectually discharge the purchaser or purchasers there-
from: AND it is hereby declared that the said Secretary of State
his successors and assigns shall hold the moneys to arise from any
sale in pursuance of the aforesaid power upon trust in the first place
thereout to pay all the expenses incurred on such sale and in the
next place to apply such moneys in or towards satisfaction of the
moneys for the time being owing on the security of these presents
and then to pay the surplus (if any) to the said

his executors administrators or assigns: AND it is
hereby declared that the said Resolution shall be deemed and taken
to the part of these presents.

IN WITNESS whereof the said
and by order of
the Governor-General of India in Council (or of the Governor of
in Council) (or of the Lieutenant-Governor of
) (or the Chief Commissioner of
) on behalf of the said Secretary of State in Council have hereunto set
their hands the day and the year first above written.

Signed by the said }
and in }
the presence of— }

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Name of witness,
address and occupa-
tion of witness.
Name of second
witness address and
occupation of wit-
ness.

Building Requisitions.

Bengal Govt.,
Genl. Dept.,
No. 754, *g*
22 Feby. 1896.

D. P. I.
Cir. No. 58, *g*
25 March 1896.

The form below was prescribed by the Government of Bengal :—

APPLICATION FOR HOUSE-BUILDING ADVANCE.

Name of applicant.	Appoint-ment.	Pay.	Amount of advance, required, and number of instal-ments.	Purpose for which required.	Applicant's title to the land upon which it is proposed to build the house (<i>vide</i> rule 7).	Whether no house is available, or house rent is exception-ally high.	If an advance was previously taken, whether it has been fully repaid by the applicant.	REMARKS.
1	2	3	4	5	6	7	8	9

I hereby certify that the advance will be expended solely for the purpose mentioned in column 5 of the above statement, and I pledge myself that, should there be any surplus after paying the cost of constructing the house, I will at once refund it to Government.

Signature of applicant.

*Signature of applicant's
Departmental superior.*

3.—BUILDING REQUISITIONS.

*Resolution dated the 24th September 1891, by the Govt. of Bengal,
Financial Dept.*

D. P. I.
Cir. No. 152, *g*
17 Novr. 1891.

THE Lieutenant-Governor has noticed that applications for new buildings, or for alterations and additions to existing buildings borne on the books of the Public Works Department, are frequently submitted to Government by district or departmental officers without any explanation as to the nature of the existing accommodation, the objection taken to it, and the necessity for the particular change which they advocate. In such cases it has been not unusual to call on the Executive Engineer for a detailed plan and an estimate of cost, which generally takes that officer a great deal of time and trouble to prepare, and to send them up with a recommendation for the sanction of Government to the project, and for an allotment of the amount required, and then, and not till then, has Government an opportunity of considering whether the project is really necessary or reasonable. This practice must be stopped for the future, and all officers of Government must understand that every project which has to come before Government as involving larger expenditure than

Building Requisitions.

Heads of Departments are authorised to sanction by themselves must pass through three stages—

- (1) Administrative sanction.
- (2) Preparation of, and sanction to, plans and estimates.
- (3) Financial provision.

2. The second and third stages concern the Public Works and the Financial Departments, but the first concerns the initiating officers and the departments interested. Administrative sanction will be given by the Department of the Secretariat which deals with the ordinary administrative business of the officer or department concerned, and in applying for this, it will rest with the officers themselves to prove the necessity, on administrative grounds, of the work which they recommend the Government to undertake. No application should reach Government which does not contain such a clear account of the matter as shall enable it to decide, not only whether administrative sanction shall be given to the project, but also what degree of urgency attaches to it. A rough calculation of the cost of the work and a sketch of the ground plan should generally be sent up; and, if necessary, the local Public Works officers may be asked for their advice and assistance in preparing these. But regular plans and estimates should in no case be prepared in this stage of the proceedings.

3. When administrative sanction has been accorded and communicated to the Public Works Department of the Secretariat, that Department will issue the necessary instructions for the preparation of detailed estimates and plans, and arrangement will then be made, if possible, for the provision and allotment of funds.

4. Unless administrative sanction has been previously obtained no work should be entered in the statement of demands which Heads of Departments and others are required to submit to the Public Works Department of the Secretariat on or before the 15th November of each year for the provision of funds in the following financial year. In cases of urgency or in very exceptional cases, where the necessity for the work arises only a short time before the statement is due, and could not have been foreseen, the officer preparing the estimate may include the work, stating at the same time in a note that administrative sanction has been or will be separately applied for.

5. In the case of projects affecting buildings, such as excise buildings, which are not on the books of the Public Works Department, but are built and repaired by the Civil Departments concerned, it may often be found convenient to submit the plan and estimate with the application for administrative sanction. Care must, however, be taken that this departure from the regular procedure laid down above is only resorted to when no question can arise as to the necessity of the expenditure. It is one of the objects of these orders to save the waste of time and labour that is involved in preparing plans and estimates of projects which are afterwards rejected for administrative reasons. For all large schemes, therefore, and for any proposal that involves a departure from the standard policy of the office or department in such matters, administrative sanction should always be obtained before plans and estimates are prepared.

ANNUAL BUILDING REQUISITIONS.

*No. 2640 A., dated the 22nd June 1900, from the Govt. of Bengal,
P. W. D. to D. P. I.*

I AM directed to enclose a copy of a form in which your annual demands for new original works should be submitted in future for inclusion in the Public Works Budget for the following year. This statement should be submitted on or before the 15th November in each year, in accordance with existing orders.

2. I am to invite a reference to Financial Department's Resolution, dated 24th September 1891, relating to administrative sanctions, and particularly to paragraph 4 of that Resolution. The orders contained in that paragraph have in recent years, been in many cases entirely overlooked. In the total demand for the current year more than two-thirds dealt with proposals to which no administrative sanction had been accorded.

3. Considerable difficulty is often experienced in classifying the works asked for when, as is generally the case, the available funds do not nearly suffice to meet all demands. A column has, therefore, been entered in the statement in which your opinion as to the relative urgency of the demands can be given by numbering them in the order of their importance.

4. I am to ask that local officers may be reminded of the necessity of submitting their proposals in time to admit of this statement being submitted to Government by due date.

Building Sites.

D. P. I.
Cir. No. 168, 7
10 Sept. 1906.

UNDER the orders of Government, in the Public Works Department, dated the 10th September 1894, I am required to submit to them, by the 15th November of each year, a list of works arranged in order of urgency, required for this Department, which have received administrative approval, but which are not likely to be completed in the current year. In order to enable me to prepare such a list in good time, I have the honour to request that you will be so good as to submit at once, a statement of the works, the necessity of which has been admitted by Government and administrative approval given, but which have not been put in hand, or which will not be completed at the close of the financial year. Works begun and not likely to be completed, should head the list; then works not yet commenced; the number and date of the orders under which administrative approval has been accorded being quoted in each case.

2. I annex the recent orders of the Public Works Department on the subject, and request that the statement of the works should be submitted to this office before the 15th October 1906 in the prescribed form issued by that Department. This circular should be treated as very urgent.

4.—BUILDING SITES.

SELECTION OF SITES FOR PUBLIC BUILDINGS.

Circular No. 2B., dated the 21st January 1907, by the Govt. of Bengal, P. W. D.

D. P. I.
Cir. No. 41, 7
7 March 1907.

1. IN Public Works Department Code, Volume I, Chapter VII, paragraph 807, it is laid down that "the site of every building should, if possible, be definitely settled before the detailed designs and estimates are prepared." Accordingly it is now ordered that an Executive Engineer must, unless instructed to the contrary, take steps to have a site selected immediately a work is administratively approved by competent authority.

2. The selection of sites for Civil buildings shall ordinarily be made by a Committee composed of—

The District Officer	...	<i>President.</i>
The Civil Surgeon	...	} <i>Members.</i>
The Executive Engineer	...	
An officer representing the Department concerned	...	

In outlying stations officers may, on their own responsibility, delegate their subordinates to represent them on the Committee.

This Committee will be assembled by the District Officer, at the request of the Executive Engineer.

3. The Executive Engineer will advise the Committee on the points noticed in Public Works Department Code, Volume I, Chapter VII, paragraph 808.

Circuit-houses.

He will prepare a plan of the site selected, embodying such information on the above points as may be necessary in each case, *e. g.*, if the site is on land liable to be flooded, the highest flood level should be shown with reference to the general level of the site. He will forward this plan, with the proceedings of the Committee, after both have been countersigned by the members, to the Superintending Engineer of the Circle.

4. The Superintending Engineer will countersign the plan after scrutiny, in so far as it concerns the arrangement of the proposed buildings, noting above his signature "approved" or "not approved" (*see* Public Works Department Code, paragraphs 282 and 282), and forward it with the proceedings to the Head of the Department concerned for countersignature and transmission to the Commissioner of the Division for his approval and return to the Executive Engineer.

5. If the officers composing the Committee are unable to agree as to the site proposed, the case should be decided by the Commissioner of the Division. A note of any objections made should be attached to the proceedings of the Committee.

6. Two plans are required. In addition to the block plan prescribed in Public Works Department Code, Volume I, Chapter VII, paragraph 814, which shows the position of the subsidiary buildings with reference to the main building on the site selected, a small scale plan is required showing the position of the site with reference to its surroundings on north, south, east and west.

5.—CIRCUIT-HOUSES.

RULES FOR THE OCCUPATION OF CIRCUIT-HOUSES.

[*Circular No. 5 T.G., dated the 24th May 1907, by the Govt. of Bengal, General Dept.*]

CIRCUIT-HOUSES are primarily intended for the accommodation of the Lieutenant-Governor, Heads of Departments, Commissioners of Divisions, and Judges on circuit, but, in addition to them, the other officers named in the list appended are also privileged to occupy them, free of charge, when travelling on duty.

2. Circuit-houses are under the immediate charge of the Magistrates of the districts in which they are situated, and the Magistrates are responsible for their proper maintenance and for the observance of the rules regarding them.

3. Excepting the officers named in the list appended, no officer of Government is allowed to occupy a Circuit-house without the written orders of the District Magistrate.

4. District Magistrate may allow Circuit-houses, or such rooms in them as may be set apart for the purpose (when they are not required by the Lieutenant-Governor or any of the officers named in

Circuit-houses.

the list appended), to be temporarily occupied by gazetted officers of Government who may be summoned on duty from outside stations, or who may be posted temporarily to the station; also by members of Volunteer Corps attending a Volunteer Camp Meet or Parade. A

* The term "District and Sessions Judge" includes additional District and Sessions Judges and Assistant Sessions Judges.

similar concession is allowed in the case of a Magistrate-Collector, a District and Sessions Judge,* or a Civil Surgeon having to join a district in such haste as

to preclude his taking his furniture with him. In all these instances previous permission must be obtained, and all such cases must be forthwith reported to the Commissioner of the Division; and if the occupation is to last more than 15 days, the sanction of the Commissioner must be obtained. Rent must always be charged in such cases as prescribed in rule 6.

5. Non-officials are not allowed to occupy Circuit-houses, or parts of them, except under the special orders of the Commissioner, which should be obtained beforehand. If permission is granted, rent will be charged as prescribed in rule 6.

6. Under rules 4 and 5, permission to occupy the whole of a Circuit-house should rarely be given. But when such permission is accorded, and also when part of a Circuit-house is occupied under the same rules, rent will be charged at the rates shown below according to the class of the Circuit-house under occupation, as shown in the appended list of Circuit-houses in Bengal--

Class of Circuit-house.	Daily rate for each bed-room.	Monthly rate for a whole house.
	Rs. A.	Rs.
I	2 0	200
II	1 8	140
III	1 0	80

For the occupation of a whole Circuit-house rent will be charged at the daily rate, unless the period of occupation extends over 15 days when it will be charged, at the option of the occupant, at the daily rate or at the monthly rate.

7. It must be made a well-understood and special conditions with every person who may be allowed to occupy a Circuit-house, or part of it, under rules 4 and 5 above, that he must distinctly undertake to provide accommodation for officers who are entitled to it on the shortest notice, and at whatever inconvenience to himself, when such officers make short visits to out-stations, and also to vacate it altogether, if such a measure is, at any time, considered necessary by the District Magistrate or the Commissioner.

8. The rents received from the casual occupants of Circuit-houses, and the pasturage fees and other proceeds from the grounds, should be credited to Government under the major head "XXV—Miscellaneous;" and all expenditure that may be required by Magistrates for keeping the houses and grounds in proper order, and maintaining the furniture

Circuit-houses.

and equipment, should be met from the grant for contract contingencies of the Magistrate concerned.

9. The quadrennial repairs to Circuit-houses will be executed by the Public Works Department of this Government, as explained in the Resolution of that Department, No. 235A., dated the 25th February 1878; and all annual petty repairs which may be required during the intervals between quadrennial repairs shall also be carried out by the agency of that Department, and not by the officers occupying the buildings. But such officers will be responsible for all petty repairs of doors and windows, including the replacement of broken glass, and for keeping the buildings and their surroundings, etc., neat and clean. Charges for such items shall be made by the officer concerned in his contingent bill.

10. In all matters connected with Circuit-houses, the Magistrates are under the control of the Commissioner as much as they are in all other branches of their executive charge. The Commissioner should see that all the rules are strictly observed.

11. A visitors' book should be kept at each Circuit-house, and should be signed by every person using the Circuit-house immediately on arrival. The book should be shown by the chaukidar in charge of the Circuit-house to the Magistrate of the district at such intervals as the Magistrate may prescribe.

I.—List of Officers privileged to occupy Circuit-houses, free of charge, when travelling on duty.

* * * * *

Education Department—

Director of Public Instruction, Bengal.

Inspector of Schools.

Inspectress of Schools, Bengal.

Principal of the Sibpur Engineering College.

Ditto Government School of Art.

Dr. P. K. Roy, Inspector of Colleges, University of Calcutta.

* * * * *

EXPLANATORY MEMORANDUM.

These revised rules supersede those issued with Circular No. 42, dated 8th December 1903.

The principal changes are shown below:—

Rules 4 and 5.—The word "Commissioner" has been substituted for the words "Local Government" in the last sentence but one in rule 4, and for the word "Government" in the first sentence of rule 5.

Rule 6.—This is new, and is an embodiment of the orders contained in Government Circular No. 7, dated the 18th February 1907, prescribing the rates of rent chargeable under rules 4 and 5.

Rule 9.—Annual petty repairs have been transferred from the hand of the Magistrate to that of the Public Works Department. Officers occupying the buildings have been made responsible for attending to petty repairs of doors, windows, etc., charges being made in the officers' contingent bill.

List of officers appended to the rules.—This has been brought up to date. For convenience of reference, the officers have been shown under different Departments in which they serve, arranged alphabetically; the special cases have been shown last.

List of classified Circuit-houses in Bengal.—This has been appended for convenience of reference.

II.—List of classified Circuit-houses in Bengal.

[*Vide* Govt. (Gehl. Dept.) Circular No. 7 Mis., dated the 18th February 1907, as modified by No. 97T.G., dated the 15th April 1907, and No. 686T.G., dated the 22nd May 1907.]

1st CLASS CIRCUIT-HOUSES, COSTING Rs. 20,000 AND UPWARDS.			2ND CLASS CIRCUIT-HOUSES, COSTING Rs. 10,000 TO Rs. 20,000.			3RD CLASS CIRCUIT-HOUSES COSTING BELOW Rs. 10,000.		
Name and locality of Circuit-house.		No. of bed- rooms.	Name and locality of Circuit-house.		No. of bed- rooms.	Name and locality of Circuit-house.		No. of bed- rooms.
* Bandel ...	4		Arrah ...	2		Palasore ...	2	
Cuttack ...	4		Bankipore ...	4		Bhagalpur ...	2	
Khulna ..	4		Bankura ...	4		Chaibassa ...	2	
Monghyr ...	4		Berhampore ...	3		Chupra ..	4	
Ranchi ...	3		Burdwan ...	2		Dumka ...	2	
			Chinsura ...	2		Howrah ...	1	
			Daltonganj ...	2		Jessore ...	2	
			Darbhangā ...	2		Midnapore ...	4	
			Gaya ...	2		Muzaffarpur ...	3	
			Krishnagar ...	3		Puri ...	4	
			Motihari ...	2		Tulsipur, Cuttack ...	2	
			Purnea ...	3				
			Purulia ...	4				
			Suri ...	4				

* At present let to the East Indian Railway Company.

6.—CONSTRUCTION, REPAIR, etc., OF BUILDINGS.

CONSTRUCTION OF BUILDINGS FOR PUBLIC PURPOSES NOT TO BE
CARRIED OUT BY DEPARTMENTS OTHER THAN THE P. W. D.

Bengal Govt.,
P. W. D.,
No. 5157B, &
5 Octr. 1896.

D. P. I.
Cir. No. 57, &
17 May 1899.

COMPLAINTS are constantly being made by other departments that buildings which have been constructed directly by them without the intervention of the Public Works Department (apparently under the idea that they can carry out such work more economically) are in a bad condition, and that the funds at their disposal will not admit of the buildings being maintained in proper order, and the Public Works Department is asked, under the circumstances, to take over the buildings with a view to their being put into a state of repair and to maintain them in future. Such requests have occasionally to be refused owing to the buildings being badly constructed either as regards workmanship or materials, or both, and in some instances the Public Works Department has been obliged to take over buildings of inferior construction and not of the class ordinarily borne on its books. It would take time to compile a complete list of all cases of the kind referred to which have occurred, but the instances furnished by the Superintending Engineer, Sone Circle, in his letter No. 3092, dated 3rd July 1896, and those mentioned in the list furnished by the Superintending Engineer, Northern Circle, will serve as examples. In these circumstances, I have the honour to urge strongly that the construction of

Construction, &c.

buildings for public purposes, or of structures subsidiary to them, should not be carried out in future by departments other than the Public Works Department, except in accordance with plans and specifications prepared or accepted by this Department, and under the professional supervision of an Engineer recognised by it.

PETTY CONSTRUCTION AND REPAIRS.

Resolution No. 2916A., dated the 1st June 1906, by the Govt. of India, Finance Dept.

IN the Circular from this Department, No. 4280A., dated the 24th September 1897, a money limit of Rs. 1,000 (one thousand) was prescribed for the purpose of determining what charges for petty construction and repairs executed by Civil Officers can be adjusted as contingent expenditure of the Department concerned. This limit has already been raised* to Rs. 2,500 in respect of buildings constructed by the Police Department in all the Provinces.

D. P. I.
Cir. No. 134, 7
28 July 1906.

*Home Dept. letter No. 116, dated the 2nd Feby. 1906, to the Govt. of Bengal.

2. The Governor-General in Council is now pleased to decide that this increased limit shall apply in the case of all Civil Departments in which the limit of Rs. 1,000 was hitherto in force. In future, therefore, expenditure on petty construction and repairs will be adjustable as contingent expenditure of the Civil Department concerned, so long as it does not exceed Rs. 2,500. No work, the cost of which exceeds this limit, should be considered as coming within the category of "Petty construction and repairs."

THE powers of Civil Officers to sanction expenditure on individual works required for their own Department are as follows:—

Bengal Govt.,
P. W. D.,
No. 1076A., 7
31 May 1906.

Rs.			
Board of Revenue, Lower Provinces	} 2,500
Inspector-General of Prisons	...	...
Inspector-General of Police	...	...
Commissioner of Police, Calcutta	...	...
Inspector-General of Civil Hospitals	...	...
Director of Public Instruction	...	...
Inspector-General of Registration	...	...
Commissioners of Divisions	...	...
Commissioner of Excise and Salt	...	...
Director of Land Records	...	...
Director of Agriculture	} 500
Private Secretary to His Honour the Lieutenant-Governor	...	...
Chief Presidency Magistrate, Calcutta	...	...
District Judges	...	...
District Magistrates	...	...
Collectors of Districts and Deputy Commissioners	} 100
Principals of Colleges	...	...

D. P. I.
Cir. No. 135, 7
28 July 1906.

This does not apply to residences for Government officials, all estimates for which require the sanction of the Supreme Government or the Local Government in the Public Works Department, as laid down in Public Works Department Circular No. 14B. of the 13th June 1904. A Civil Officer may, however, allot funds from his minor works grant for works connected with such residences up to the limit of his power of sanction, provided the estimate has been duly sanctioned by proper authority.

ANNUAL AND PETTY REPAIRS.

Resolution No. 57T.—A., dated the 18th May 1906, by the Govt. of Bengal, P. W. D.

D. P. I.
Cir. No. 160, of
29 Augt. 1906.

IN paragraphs 17 and 18 of this Department Resolution No. 235A. of the 25th February 1878, it was laid down that no repairs of any sort should be done by Public Works officers to buildings on the books of this Department within the period of four years from the date of the last quadrennial repairs, except extraordinary repairs rendered necessary by fire, storm, flood or unforeseen accident, and that such repairs as might be necessary during the intervals between quadrennial repairs should be carried out by the officers occupying the buildings.

2. It has, however, been ascertained that the orders regarding the execution of annual and petty repairs in the periods intervening between quadrennial repairs are not, as a rule, given effect to by the officers concerned, and that such repairs (if done at all) are, as a matter of practice, usually carried out by the Public Works Department.

3. His Honour the Lieutenant-Governor accordingly directs that all annual and petty repairs in the intervals between quadrennial repairs to buildings borne on the books of this Department (except those mentioned in paragraph 4 below) shall be carried out by the agency of the Public Works Department, and not by the officers occupying the buildings, as ruled in this Department Resolution No. 235A. of the 25th February 1878.

4. The civil officer occupying a building will still be responsible for all petty repairs of doors and windows, including the replacement of broken glass. He should make some person of his establishment answerable for the general condition of the building, including the glass in each room and the fixtures; as also for keeping a watch on the attacks of white-ants; for paying strict attention to the cleanliness of the interior and the neatness of the exterior of the building, and of its surroundings, etc.; and for keeping the rain-water down-pipes and surface drains (where such exist) free from all obstructions. Charges for such items shall be made by the officer concerned in his contingent bill.

Paragraphs 1042 and
1043, Public Works De-
partment Code, Volume I.

No. 2845A., dated the 6th December 1906, from Govt. of
Bengal, P. W. D. to D. P. I.

In continuation of this Department Resolution No. 57T.—A., dated 18th May 1906, I am directed to say that the instructions regarding the execution of annual and petty repairs to buildings borne on the books of the Public Works Department given in paragraph 4 thereof do not apply to residential buildings. All repairs to such buildings should be executed and accounted for by the Public Works Department, whether rents for the buildings are recovered from the occupier or not.

D. P. L.
Cir. No. 10, 4
14 Jany. 1907.

PERIODICAL REPAIRS.

It has been noticed that the bulk of periodical repairs to buildings in charge of this Department are undertaken and hurried through during the last three months of the official year, in order to prevent the lapsing of grants. This procedure is uneconomical, and the works so executed are not infrequently found to be unsatisfactory.

Bengal Govt.,
P. W. D.,
Nos. 286-95T.
A., 4 16 Octr.
1906.

2. Repair works can most conveniently be done to—

D. P. I.
Cir. No. 194 4
8 Decr. 1906.

I. Jail Buildings.—In April and May (except external color-washing which can be done at any time).

II. Educational Buildings.—In June and July, when they are closed on account of the summer vacation, except in the Darjeeling Division, where repairs to such buildings can best be done from December to March, as the long vacation in the hills is during those months.

III. Civil and Criminal Courts Buildings.—All internal repairs during the Puja holidays.

IV. Residential Buildings.—From 1st October to 31st December.

3. With a view to carrying out repair works more systematically and economically, I am directed to say that the following procedure should be observed in future:—

All repair estimates for Jail and Educational buildings should be submitted to the Superintending Engineer's office by the Executive and District Engineers by the 20th March, and the estimates should be sanctioned by the Superintending Engineer on the issue of the Budget estimates. All other repair estimates should be submitted to the Superintending Engineer not later than the 15th August. The repair works can be commenced by the 1st October at the latest, by which date all repair estimates should have been sanctioned and funds allotted.

4. The instructions given herein will, it is expected, ensure repair works being done in a systematic manner, and are not intended to prevent a Superintending Engineer from making such arrangements for carrying out works as may best suit the convenience of local officers and the public in general.

5. It is hoped that, if due care is taken and proper arrangements are made beforehand, it will not be necessary to have any annual repair works carried out between the 31st December and the 31st March as has hitherto been the practice.

ADDITIONS AND ALTERATIONS TO BUILDINGS.

D. P. I.
Cir. No. 150, 47
10 Sept. 1904.

OFFICERS will be so good as to obtain the preliminary approval of this office before calling upon local Public Works Department officers to prepare plans for major or minor works in the shape of additions or alterations to the buildings in their charge.

It should also be understood that the permission of this office need not be asked in cases of petty original works which can be paid out of the officers' own contingent grants; and previous permission need only be obtained in connection with cases in which this office is to be asked to arrange to pay the cost. When sending up such proposals to this office, the officers concerned should also indicate very roughly what in their opinion would be the cost of the proposals they are making.

7.—EDUCATIONAL BUILDINGS.

(a) ACCOMMODATION, LIGHTING AND VENTILATION IN CLASS-ROOMS.

ACCOMMODATION.

D. P. I.
Cir. No. 129, 47
19 July 1904.

1. It is important to remember that the accommodation of every room depends not merely on its area, but also on the lighting, the shape of the room, especially in relation to the kind of desk proposed and the position of doors, &c.

2. Rooms should, as a rule, not exceed 24 feet in breadth or be less than 15 feet. Each scholar should be allowed 18 inches of desk space, and gangways of 18 inches should be allowed between each desk and at the walls.

3. The area of each class-room should give a minimum of 10 square feet and of 100 cubic feet per scholar, and the desks should be so arranged that a strip of floor space at least 7 feet wide should be allowed for the teacher and his table. Sufficient space should also be provided to enable the teacher to pass between each row of desks.

4. Desks should be arranged in parallel rows, and there should be no rows at right angles to the rest. This is necessary owing to considerations connected with the lighting.

LIGHTING AND VENTILATION.

1. EVERY part and corner of a class-room should be fully lighted. The light should, as far as possible, be admitted from the left side of the scholars. All other windows should be regarded as supplementary or for ventilation. Where left hand light is impossible right light is next best. Windows full in the eyes of teachers or scholars are under no circumstances approved.

2. The chief point in all ventilation is to prevent stagnant air; particular expedients are only subsidiary to this main principle.

3. The tops of some windows should therefore reach nearly to the ceiling, and these windows should open easily or be permanently open.

4. The windows for lighting and ventilation should not be all on one side of the room, as an arrangement of this kind is likely to produce stagnant air. In this country where the main source of lighting usually consists of doors or windows open to the ground level and shaded by a verandah, it is desirable to have (1) a window near the roof on the wall opposite the teacher for the purpose of supplementary light and ventilation, and (2) a narrow open space or a series of open spaces between the top of the walls and the roof for the purposes of ventilation. If (1) is impossible, the openings suggested in (2) on the wall opposite to that from which the light is mainly derived should be large enough to afford the necessary supplementary light.

5. Windows above the doors or windows forming the main source of illumination are extremely useful for the purposes of light and ventilation, especially if they can be placed above the roof of the verandah.

6. Wire-netting forms in this country a cheap and efficient substitute for glass, especially in the case of windows intended for the purposes of ventilation.

7. Sky-lights are objectionable, particularly in this country, and should only be resorted to when other forms of lighting are impossible.

8. Besides being continually ventilated by the means above described, rooms should, as often as possible, be flushed with fresh air admitted through open windows and doors. Short intervals should be allowed between lectures or lessons when the rooms should be emptied, and every window or door should be thrown open and the air completely changed.

9. It may also be noted that the gradual deterioration in the purity of the air in a room is rarely noticed by the occupants, though it is at once apparent to any one entering the room from the outside. It manifests itself mainly in the increasing lassitude of the scholars, and the difficulty of securing their attention and interest in the work before them.

The above considerations should materially influence the design of school buildings. It will be impossible to apply satisfactorily the principles laid down unless attention is paid to them when the original plans are being prepared.

INCREASE OF ACCOMMODATION OR OF STAFF.

Extract from letter No. 1426 T.—G., dated the 14th October 1901, from the Govt. of Bengal, General Dept. to D. P. I.

"In future when submitting applications for increase of accommodation or of staff in a Government college or secondary school, the principle to be followed should be not that such increase will enable more boys to be taught, but that it will improve the quality of the teachnig."

D. P. I.
Cir. No. 139,
14 Novr. 1901.

(b)—BUSTS AND STATUES IN GOVERNMENT SCHOOL AND COLLEGE BUILDINGS.

*No. 692, dated the 13th February 1906, from the Govt. of Bengal,
General Dept., to D. P. I.*

WITH reference to your letter No. 1515, dated the 5th February 1906, I am directed to say that there is no objection to the erection of the memorial statues of the late Pandit Iswar Chandra Vidysagar, C.I.E., and Pandit Mohes Chandra Nyaratna, C.I.E., in the Sanskrit College.

2. I am to add that in future you may yourself dispose of similar applications.

*No. 2534, dated the 12th November 1906, from the Govt. of Bengal,
General Dept., to D. P. I.*

D. P. I.
Cir. No. 195, ✓
8 Decr. 1906.

I AM directed to invite a reference to Mr. Ross's letter No. 692, dated the 13th February 1906, regarding the erection of certain memorial statues in the Sanskrit College, in which you were authorised to dispose of applications for erecting busts and statues in Government School and College buildings.

2. In modification of this order, I am now to say that, before sanctioning the erection of a bust or statue, you should consult the Superintending Engineer concerned, and ascertain that there is no engineering objection to the proposal, in reference either to the site selected, or to the mode of erection proposed.

(c)—PLANS.**PLANS OF EDUCATIONAL BUILDINGS.**

D. P. I.
Cir. No. 176, ✓
23 Decr. 1906.

ALL plans of educational buildings should, in future, be approved by the Sanitary Department before the Public Works Department actually pass orders for the commencement of the work. In the case of larger buildings, the Government considers it desirable that the site and its immediate surroundings should also be inspected by the Sanitary Department. Necessary instructions have accordingly been issued to the Sanitary Commissioner, Bengal.

D. P. I.
Cir. No. 125, ✓
5 July 1906.

All plans of educational buildings to be approved by the Sanitary Commissioner, Bengal, should also show (1) a rough sketch of the compound showing drainage arrangements, position of latrines, etc., (2) a plan of the latrine to be erected, and (3) the number of occupants for whom the building is designed.

IN Government order No. 2933, dated the 17th November 1905, which was circulated under this office Circular No. 176, dated the 23rd December 1905, it was laid down that plans of all educational buildings should in future be approved by the Sanitary Department before the Public Works Department actually pass orders for the commencement of the work. This order has since been supplemented by this office Circular No. 125, dated the 5th July 1906, which forwarded a letter from the Officiating Sanitary Commissioner, Bengal, which required the Public Works Department to submit, with the plans of educational buildings—(1) a rough sketch of the compound showing drainage arrangements, position of latrines, etc.; (2) a plan of the latrine to be erected; and (3) the number of occupants for whom the building is designed.

D. P. I.
Cir. No: 170, 27
19 Sepr. 1906.

2. In spite of these orders, building projects are still frequently received in this office in an incomplete condition, and in this way considerable delay is caused. A further reference has therefore been made to the Sanitary Commissioner, and I have now to request that, in addition to the information specified above, the following information may be invariably supplied:—

I.—In the case of a school—

- (a) Whether it is a school for Europeans, Eurasians or Indians.
- (b) Whether it is a school for boys or girls, or for both; the maximum and minimum ages of the pupils should be stated; and in the case of a school for both boys and girls, the maximum and minimum ages of the boys and the girls should be returned separately.
- (c) Whether the building is designed for a day or boarding school, or both. The number of pupils for which the building is designed should be stated in each case, and if the school is both a day and a boarding school, the number of boarders and day-scholars should be returned separately. The number which each dormitory is designed to accommodate should also be indicated.

II.—In the case of a hostel—

- (a) Whether it is for Europeans, Eurasians or Indians.
- (b) Whether it is for boys or girls, or for both. The maximum and minimum ages of the inmates should be stated; and in the case of a hostel which is both for boys and girls, the maximum and minimum ages of (i) the boys and (ii) the girls should be returned separately.
- (c) The total number of inmates for whom the building is designed; and the number which each sleeping room is designed to accommodate.

3. In the case of new buildings, or of considerable additions to existing buildings, a ground-plan should also be sent showing the positions in the compound of the various blocks and of the privies, etc.; and, in the case of all buildings in Calcutta, the distance to the nearest sewer should be indicated.

4. All the information mentioned above is required, not only in the case of buildings which are erected and maintained entirely at Government expense, but also in the case of any work of construction or alteration of a privately-owned educational building towards which Government is asked to contribute.

PROFESSIONAL OPINION ON PLANS, &C., OF SCHOOL BUILDINGS
TOWARDS WHICH GRANTS-IN-AID ARE ASKED FOR.

*Circular No. 15B., dated the 24th May 1906, by the Govt. of Bengal,
P. W. D.*

IN future, the Director of Public Instruction, Bengal, will transmit to you direct, for professional opinion, approval, and return to him, the plans (if any) and the estimates for the construction, purchase, extension or repairs of school buildings towards which grants-in-aid are asked for or proposed.

8.—ELECTRICAL INSTALLATIONS IN GOVERNMENT
BUILDINGS.

*No. 679C.W.M., dated the 7th June 1902, from the Govt. of India,
P. W. D.*

WITH reference to your letter No. 2813B., dated the 16th April 1902, pointing out the necessity for a general ruling relative to the installation of electric lights and fans in Government buildings occupied as private residences by Government officials, I am directed to say that the Government of India desire that the question of the provision of electric lights and fans should be dealt with separately from that of house-rent and irrespectively of the capital expenditure incurred on a house.

2. They consider, however, that the provision of electric lights and fans should not be accepted as a liability. All applications for installation should be closely scrutinized by the Local Government, and should be sanctioned only in those cases in which there is no doubt that the outlay incurred will be continuously recovered, as in a recent case an officer objected to pay heavy obligatory charges for electric lighting, the installation of which was carried out from public funds at the desire of his predecessor.

3. The tenant should pay 15 per cent. for depreciation and $3\frac{1}{2}$ per cent. for interest, and, in addition, all working expenses. The occupants of rent-free houses should pay the same charges as the tenants of buildings for which rent is recovered.

4. Subject to these restrictions, the matter is left entirely in the hands of the Local Government.

Electrical Installations.

Circular No. 25B., dated the 5th November 1902, from the Govt. of Bengal, P. W. D.

It has been brought to the notice of Government that in some cases in which administrative sanction has been given for electrical installations in Government buildings, the work has been carried out by Civil officers without reference to the Public Works Department officers, and without an allotment of funds. I am directed to point out that administrative sanction by itself does not authorise the expenditure of public money, and that in all cases the electrical installations in Government buildings and the repairs to the installations should be carried out through the agency of the Public Works Department and, in Calcutta, under the supervision of the Electrical Engineer to the Government of Bengal.

No. 87M., dated the 22nd January 1906, from the Govt. of India, P. W. D.

WITH reference to this Department's letter No. 679M., dated the 7th June 1902, relative to the charges recoverable on account of electrical installations in Government buildings occupied as private residences by Government officials, I am directed to say that the Government of India have decided that on and from the 1st April 1906, and subject to revision at the end of three years from that date, the charge on account of depreciation shall be reduced to $8\frac{1}{2}$ per cent. per annum.

D. P. I.
Cir. No. 938, ✓
2 May 1906.

No. 807B., dated the 1st March 1906, from the Govt. of Bengal, P. W. D., to the Supdg. Engineer, Central Circle.

WITH reference to this office Circular No. 8B., dated the 27th February 1906, I am directed to say that the charges recoverable on account of electrical installation in official residence should be reduced from $18\frac{1}{2}$ per cent. to 12 per cent. per annum from 1st April 1906.

D. P. I.
Cir. No. 106, ✓
30 Augt. 1902.

Circular No. 27B., dated the 28th November 1906, from the Govt. of Bengal, P. W. D.

I AM directed to say that, in addition to the annual charge of 12 per cent. ($3\frac{1}{2}$ per cent. on account of interest and $8\frac{1}{2}$ per cent. on account of depreciation) for electric installations in Government buildings occupied as private residences by Government officials, the tenant should pay all working expenses (*vide* this office Circular No. 20B., dated the 18th July 1902).

D. P. I.
Cir. No. 22, ✓
2 Feby. 1907.

2. "Working expenses" should be taken to include the cost of the energy supplied, and the cost of lamp or other renewals required to maintain the installation in working order.

3. In the absence of reliable data the cost of maintenance may for the present be taken at 3 per cent. on the capital cost of the installation, it being understood that this percentage is not intended

Free Quarters.

to cover the cost of new plant, such as new patterns of fans or lamps, but is merely to meet the cost of keeping the existing plant in working order. The total charges payable by the tenant in addition to the cost of energy supplied will thus be 15 per cent. on the capital cost, viz., 12 per cent. for interest and depreciation *plus* 3 per cent. for maintenance.

4. Where the actual cost of maintenance is known, the charges payable by the tenant will be 12 per cent. for interest and depreciation *plus* actual cost of maintenance.

5. These orders will have effect from the 1st November 1906.

9.—FREE QUARTERS.

(a) QUARTERS FOR EDUCATIONAL OFFICERS.

No. 2305, dated the 28th July 1899, from the Govt. of Bengal, General Dept., to the Govt. of India, P. W. D.

D. P. I.
Cir. No. 111
29 Sept. 1899.

WITH reference to your letter No. 29G.W.B., of the 6th January 1899, and enclosures, to the address of the Public Works Department of this Government, I am directed to submit, for the consideration and orders of the Government of India, the question of the grant of free quarters to educational officers in this Province.

2. Hitherto no general principles seem to have been prescribed as to the grant of free quarters to educational officers, and the Lieutenant-Governor considers that it would be well to lay down that free quarters should be allowed only to—

- (a) Superintendents of all hostels.
- (b) In the case of large hostels only, the Head Masters of Schools and the Principals of Colleges who may be held responsible for, and be required to supervise the work of the Superintendents of the hostels.
- (c) Head Masters of Training Schools where there are resident pupil-teachers, who are generally men.
- (d) Head Masters, Head Mistresses, Masters, Mistresses and other officers of Boarding Schools and Colleges where the bulk of the students are residents.
- (e) The Superintendent* of the School of Art, Calcutta. It is important that this officer should be in continuous personal charge of the Art Gallery of oil paintings, &c., and this can best be secured by permitting him to live on the School premises, where rooms for his accommodation have been provided. The privilege of free quarters has been enjoyed by the Superintendent since 1864, but for this no sanction is forthcoming.

* Since designated Principal.

Free Quarters.

- (f) The Lady Superintendent of the Eden Female School Dacca. Having regard to the present circumstances of female education in Bengal, and to the analogy of other cases where teachers in female schools get free quarters, His Honour considers it desirable to keep this appointment on the free list.
- (g) The Medical Officer stationed at the Civil Engineering College, Sibpur. This College is practically isolated, and many Professors, students, servants, &c., reside there. It is therefore advisable to require the Medical Officer to live on the premises, and if this is made a condition of his appointment, it is necessary to allow him free quarters.
- (h) The Head Clerk, Foreman, Compounders, Head Laboratory Assistant, Agricultural Lecturer and Professors of the Civil Engineering College, Sibpur. From the nature of duties these officers have to perform, it is considered advisable that they should continue to have the privilege of free quarters which they now enjoy.

3. In accordance with the above principles, I am to submit two lists showing (A) the class of officers who should always get free quarters and (B) the class of officers to whom free quarters should be allowed only during the occupancy of the present incumbents. All the officers named in these lists at present enjoy free quarters. Of those mentioned in list A, Nos. 1—23 are included in the list received with your letter No. 29C.W.B., of the 6th January 1899, addressed to the Public Works Department of this Government, and it is in respect of the others that the sanction of the Government of India is requested. With regard to list B, it would appear from the list attached to the Government of India's No. 29C.W.B., dated the 6th January 1899, that in the case of Nos. 1—11, the privilege of free quarters is allowed to each successive occupant of the posts referred to, whereas under the principles outlined above such is not necessary. The other officers in this list, viz., Nos. 12—16, have also hitherto enjoyed free quarters, but without the requisite sanction. His Honour, however, considers that to suddenly withdraw this privilege in the case of these 16 officers would entail some hardship on them, and I am therefore desired to ask that the Government of India will sanction the enjoyment by them of the privilege in question as long as they hold their present posts; future incumbents being required to pay rent in accordance with the ordinary rules.

LIST A.

1. Principal, Hooghly College.
2. Ditto, Madrasah, Calcutta.
3. Ditto, Krishnagar College.
4. Ditto, Chittagong ditto.
5. Ditto, Civil Engineering College, Sibpur.

XIV.—BUILDINGS AND RESIDENCES.

Free Quarters.

6. Professors of the Civil Engineering College
7. Head Clerk of the ditto ditto
8. Agricultural Lecturer, ditto ditto
9. Two Foremen, ditto ditto
10. Superintendent of the Native Mess, Civil Engineering College.
11. Head Laboratory Assistant, ditto ditto.
12. Two Compounders ditto ditto.
13. Head Master, Baraset Government School.
14. Ditto, Jessore Zilla School.
15. Ditto, Nawab's High School, Murshidabad.
16. Ditto, Purulia Zilla School.
17. Ditto, Cuttack Training School.
18. Ditto, Government Boarding School, Kurseong.
19. Lady Principal, Bethune College, Calcutta.
20. Lady Teachers, ditto ditto.
21. Superintendent, Dacca Madrasah.
22. Ditto, Chittagong ditto.
23. Head Master, Dumka Zilla School.
24. Ditto, Nawab's Madrasah, Murshidabad.
25. Superintendent, Rajshahi Madrasah.
26. Ditto, Christian Mess, Civil Engineering College, Sibpur.
27. Head Master, Patna Training School.
28. Ditto, Chittagong ditto.
29. Ditto, Dacca ditto.
30. Ditto, Hooghly ditto.
31. Ditto, Rangpur ditto.
32. Head Mistress, Eden Female School, Dacca.
33. „ and other mistresses and other employés, Dow Hill Government Boarding School for Girls, Kurseong.
34. Masters below the Head Master and other officers at Victoria School, Kurseong.
35. Medical Officer, Civil Engineering College.
36. Superintendent, School of Art, Calcutta.
37. Superintendents of the Hostels attached to—
 The Baraset Government School.
 „ Barrackpore ditto.
 „ Taki ditto.
 „ Khulna Zilla School.
 „ Jessore ditto.
 „ Nawab's High School at Murshidabad.
 „ Pabna Zilla School.
 „ Rajshahi Madrasah.
 „ Dumka Zillah School.
 „ Dacca Madrasah.
 „ Bankura Zilla School.
 „ Birbhum ditto.
 „ Purulia ditto

Free Quarters.

The	Darjeeling High School.
„	Hooghly College.
„	Calcutta Madrasah.
„	Krishnagar College.
„	Rajshahi ditto.
„	Chittagong ditto.
„	Dacca ditto.
„	Cuttack Training School.
„	Victoria School (for Boys) at Kurseong.
„	Rangamati Government School, Chittagong Hill Tracts.
„	Patna Training School.
„	Rangpur ditto.
„	Chittagong ditto.
„	Dacca ditto.
„	Hooghly ditto.

LIST B.

1. Head Master, Bankura Zilla School.
2. Ditto, Birbhum ditto.
3. Ditto, Rangamati Government School.
4. Ditto, Darjeeling High School.
5. Ditto, Ranchi Zilla School.
6. Ditto, Hazaribagh ditto.
7. Ditto, Chaibassa ditto.
8. Ditto, Arrah ditto.
9. Ditto, Purnea ditto.
10. Ditto, Jalpaiguri ditto.
11. Fifth Maulvi, Anglo-Persian Department, Calcutta Madrasah.
12. Head Master, Barrackpore Government School.
13. Ditto, Taki ditto.
14. Ditto, Khulna Zilla School.
15. Ditto, Pabna ditto.
16. Ditto, Puri ditto.

*No. 858 C.W.B., dated the 19th August 1899, from the Govt. of India,
P. W. D.*

IN reply to your letter No. 2305 Education, dated the 28th July 1899, I am directed to say that, under the circumstances explained, the Government of India sanction the proposals contained therein regarding the grant of free quarters to certain educational and other officers in Bengal.

*Free Quarters.***(b) QUARTERS FOR PRINCIPALS AND PROFESSORS OF COLLEGES.**

Resolution Nos. 319—331, dated the 16th May 1906, by the Govt. of India, Home Dept.

D. P. I.
Cir. No. 148, 27
8 Augt. 1906.

IN the Home Department letter of the 24th January 1905, Local Governments were asked to furnish the Government of India with their views upon the general question of providing quarters for Principals and Professors of Colleges, and to submit definite proposals for giving free accommodation to one or two officers at each Government Arts College, together with an estimate of the approximate cost of such an arrangement. The Government of India expressed the opinion that the provision of free residence should undoubtedly carry with it the obligation on part of the occupant to discharge certain specified duties in connection with the supervision of the students and the direction of their studies and recreations.

2. The replies received from Local Governments show that they have generally accepted the proposition that Principals and a certain number of Professors in Government Arts Colleges should be provided with free accommodation. In the course of the discussion, two subsidiary questions have been raised, viz.—(1) whether the concession should be restricted to officers of Arts Colleges only, and (2) whether it should be limited to officers belonging to the superior service. The Government of India do not think there is sufficient reason for restricting the scheme to Arts Colleges, nor do they consider it desirable that any limitations should be laid down as to the status of the officer for whom free quarters should be provided. Local Governments generally consider that it is not desirable to lay down precise directions as to the conditions on which free quarters should be tenable, but it is recognised that officers residing in quarters provided by Government may reasonably be held responsible for supervising the students out of college hours and for seeing that the buildings and grounds are maintained in a proper manner. On this understanding the Governor-General in Council is content to leave it to the Local Governments to enforce such conditions as may be considered necessary and practicable.

3. The proposals with regard to the provision of free quarters for educational officers which the Government of India have accordingly decided to adopt may be stated as follows:—

- (a) when a substantial proportion of the students of a Government college are resident in hostels adjoining or near to the college building, the Local Government may, without the sanction of the Government of India, provide free quarters for not more than the Principal and one Professor, on the condition that definite duties are assigned to the officers thus privileged in connection with the supervision and physical welfare of the students.

Government Lands.

- (b) in any case in which it is considered desirable to extend the privilege to more than two officers, the Local Government shall refer the matter for the consideration of the Government of India, with a full explanation of the reasons for the proposed extension;
- (c) allowances will not ordinarily be given in lieu of free quarters and no such allowances may be given without the sanction of the Government of India;
- (d) the provision of residences being directly and immediately connected with the duty of supervision, shall in no case be regarded as a right or claimed by seniority, but the residences shall be assigned to those members of the college staff who are considered best fitted for the duty.

I HAVE the honour to say that from several cases which have come up to me it is clear that officers of the Department are not generally aware of the rates admissible for the construction of residences for the various classes of Educational officers.

D. P. I.
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31 Jany. 1907.

2. The result is that, when plans and estimates are submitted, frequently the amounts estimated by the Public Works Department are either in excess of or less than the amounts admissible. It is desirable therefore to inform the officers of the Department what rates are admissible, so that when they call for plans and estimates for residences for any particular class of officers, they may be able to inform the Public Works Department what are the amounts admissible. They are—

- (1) in the case of members of the Indian Educational Service, Rs. 13,964;
- (2) in the case of members of the Provincial Educational Service, Rs. 7,209;
- (3) in the case of members of the Subordinate Educational Service, Rs. 2,199; and
- (4) in the case of members of the Lower Subordinate Educational Service, Rs. 524.

10.—GOVERNMENT LANDS.

(a)—ERECTION OF CHARITABLE INSTITUTIONS UPON GOVERNMENT LANDS BY LOCAL BODIES.

Circular No. 16B., dated the 28th August 1905, by the Govt of Bengal, P. W. D.

IN continuation of this office Circular No. 3B., of the 22nd February 1905, I am directed to enclose a form of agreement to be used in connection with the erection by District Boards or Municipalities of Charitable Institutions upon Government land in charge of the Public Works Department.

FORM OF AGREEMENT.

The agreement should be registered. If the agreement is with a Municipality instead of a District Board substitute the word 'Municipality' for the words "District Board" throughout the agreement. Fill in the purpose for which the building is required.

AN AGREEMENT made the

day of

BETWEEN

(hereinafter called "the District Board" which term unless repugnant to the context shall include their Successors and Assigns) of the one part and THE SECRETARY OF STATE FOR INDIA IN COUNCIL (hereinafter called the Secretary of State which term unless repugnant to the context shall include his Successors and Assigns) of the other part:

Whereas the District Board have applied for leave to erect a building upon the land belonging to the Secretary of State and in the Schedule hereto described and whereas such leave to erect such building upon the said land has been granted by the Secretary of State NOW IT IS HEREBY MUTUALLY AGREED by and between the parties hereto as follows:—

(a) The time allowed for completion will be determined by the Superintending Engineer or Inspector of Works of the Circle.

(1) The District Board shall complete the said building on or before the (a) day of it being hereby expressly declared that in the event of the said building not being completed by the said date the Secretary of State shall be at liberty to enter upon the said land and to take possession of any building erection or materials which may have been erected or placed thereon by the District Board without payment of any compensation or other moneys to the District Board therefor and upon any such entry being made by the Secretary of State all rights of the District Board under this agreement shall cease and determine.

(2) Upon the said building being completed the District Board shall at all times maintain the same in proper repair and in addition without objection make such repairs thereto as the Magistrate or Deputy Commissioner of the District or the Commissioner of the Division may by letter under his signature require to be made.

(3) The District Board shall not without the permission of the Government of Bengal in the Public Works Department devote the said building so to be erected to any other purpose than that for which it is allowed to be erected that is to say (b).

(b) The purpose to which the building is to be devoted to be filled in here.

(4) If the District Board without the aforesaid permission of Government shall devote the said building so to be erected as aforesaid to any purpose other than that mentioned in Clause 3 hereof or if for the space of six calendar months the said building without the permission aforesaid shall not be used for the said purpose or if Government shall at any time require the said building or the removal of the same whilst the same is in the use and enjoyment of the District Board under this agreement the District Board may be required either to make over the said building to Government upon such terms as may be mutually agreed upon between Government and the District Board or if such terms cannot be mutually arranged between the Government and the District Board to remove the materials of the said building within a reasonable time to be fixed by the Superintending Engineer of the Circle for the time being and the District

Board shall immediately comply with any requisition that may be made by the said Superintending Engineer requiring the District Board to make over the said building or to remove the said materials thereof under this clause provided nevertheless and^e it is hereby declared that if the said building shall have been built with funds provided by a private individual or individuals and made over to the District Board for the purposes of a charitable institution and is so used when Government require the said building or its removal the Government shall take over the said building and either provide a suitable site and building elsewhere for such charitable institution or provide a suitable site elsewhere therefor and pay to the District Board fifteen per cent. over the value of the said building at the time when the same is so required by Government either for use or for removal as aforesaid such value to be assessed by the said Superintending Engineer of the Circle for the time being.

(5) The District Board shall not by reason of being allowed to erect such building on the said Government land acquire or be entitled to any right or interest whatsoever in or any easement over the soil or ground upon which such building is erected save and except the right to enjoy and use the said building subject to the conditions of this Agreement.

[The District Board shall on the _____ day of _____ in each and every year during the continuance of this Agreement pay to the Secretary of State as rent for the said land the yearly sum of Rs. _____.]

(6) The District Board shall as from the date hereof during the subsistence of this Agreement without objection pay all rates taxes assessments and outgoings for the time being chargeable upon the said land and the said building when erected whether such taxes be leviable by law upon landlord or tenant always save and provided that the District Board shall not be liable to pay any land tax to Government.

If rent is to be paid strike out the above clause 5 and substitute the words in brackets.

(b) ERECTION OF SHRINES AND PLACES OF WORSHIP ON GOVERNMENT LANDS.

Circular No. 24B., dated the 8th August 1904, by the Govt. of Bengal, P. W. D.

MANY instances have occurred in which religious relics and symbols have been deposited and shrines and places of worship erected on Government lands, especially in the compounds of Courts and offices, without proper authority. I am directed to say that such intrusions must be regarded as "encroachments" which are forbidden by paragraph 316 of Volume I, Chapter III of the Public Works Department Code, and by Public Works Circular No. 22B. of the 18th June 1895.

2. It must be distinctly understood that such uses of Government land require the previous sanction of Government. You should accordingly request Executive and District Engineers under you to take care that no new intrusions in the form of deposit of religious relics or symbols, or erection of shrines or places of worship are allowed

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3. A full list of all existing shrines or places of worship and religious symbols or relics should be prepared showing, as far as can be ascertained, how long they have been on the Government land, by whom they were deposited or erected, whether any or what objection will be taken to their removal, by whom it will be taken and whether and why there are special reasons for insistence on their removal. This list should be submitted to the Magistrate of the district who, after obtaining the orders of the Commissioner, will take such action as may be deemed desirable. It is believed that it will in some cases be found that land has been acquired, leased or given to Government subject to an understanding, expressed or implied, that a tomb, shrine or symbol shall not be disturbed; in such cases clearly no action would ordinarily be required. It may often also be unnecessary to interfere with real encroachments, if of long standing, and if their compulsory removal would cause serious dissatisfaction to the community or to a class of persons. In other cases reasonable adjustments of rights or quasi-rights which may have grown up by usage may be arranged by the District Magistrate with the sanction of the Commissioner, and should be recorded.

4. Subordinates should be required to give prompt information to their superior officers with regard to any new encroachments, extensions of encroachments or acts of worship on Government lands.

5. This circular supersedes Circular No. 13B. of the 10th June 1904 on the same subject.

11.—GOVERNMENT PROPERTY.

TRANSFER OF IMMOVABLE GOVERNMENT PROPERTY TO A LOCAL AUTHORITY.

*Resolution No. 4374, dated the 23rd October 1891, by the Govt. of India,
Finance and Commerce Dept.*

IN a recent case it was found necessary to resume from a Local Body certain land which was originally the property of the State, but which had been transferred to the local body free of charge. On its resumption by the State the full value of the land was claimed by the local body as compensation, although the land was no longer required for the purposes for which it had been transferred. As the land had been absolutely vested in the local body the claim could not be resisted.

2. It is expedient to prevent the recurrence of such cases, and the Governor-General in Council is pleased to direct that, in future, when any immovable public property is made over to a local authority for public purposes, the grant shall be made expressly on the condition, in addition to any others that may be settled, that should the property be

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at any time resumed by the Government, the compensation payable therefor shall in no case exceed the amount (if any) paid to the Government for the grant, together with the cost or their present value, whichever shall be the less, of any buildings erected or other works executed on the land by the local authority.

Resolution No. 914 A., dated the 19th February 1902, by the Govt. of India, Finance and Commerce Dept.

READ—

Resolution in the Finance and Commerce Department, No. 4374, dated the 23rd October 1891.

RESOLUTION—The Governor-General in Council considers it desirable that the condition laid down in the Resolution read above, in the case of grants of immovable public property to local authorities for public purposes, should be attached generally to all grants of such property whether for public,* religious, educational or any other purposes. His Excellency in Council also considers that these grants should, in all cases, be made subject to the further condition, that the property shall be liable to be resumed by Government if used for any purposes other than those for which the grants are made.

2 In future, therefore, whenever a grant is made of any immovable public property, the property shall be granted expressly on the following conditions, in addition to any others that may be settled in particular cases, *viz*:—

- (1) that the property shall be liable to be resumed by the Government, if used for other than the specific purpose or purposes for which it is granted ; and
- (2) that should the property be at any time resumed by the Government, the compensation payable therefor shall not exceed the amount (if any) paid to the Government for the grant, together with the cost or their present value, whichever shall be the less, of any buildings erected or other works executed on the land by the grantees.

12.—HOSTELS AND STUDENTS' MESSES.

(a) RULES* FOR HOSTELS, MESSES FOR STUDENTS, ETC.

In connection with:—

- (i) *Arts Colleges, High English and Middle Schools receiving Government grants-in-aid or receiving money from any public source whatever, or*

Bengal Govt.,
General Dept.,
Notification
No. 1876T.G.,
7 23 Sep r.
1900.

* The control of the Calcutta Messes scheme has been taken over by the University from the 1st of April 1907, on the understanding that an annual grant of Rs. 9,000 will be assigned to the University by Government for the purpose.

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- (ii) *from which students compete for Government middle schools, junior and senior scholarships, or*
- (iii) *in which Government upper primary, middle, junior or senior scholarships will be made tenable. These rules also apply to*
- (iv) *all Government Arts Colleges and Zilla and Collegiate Schools.*

THE Principals and Head Masters or the Managing Committees of all institutions belonging to the classes (a), (b), (c), and (d) above are required to undertake the following duties, or to make proper arrangements for carrying out these rules.

2. All students attending the institutions falling under the four classes—(a), (b), (c), and (d)—above will be required to reside under one or other of the four following conditions:—

- (i) With parents.
- (ii) Under the care of duly-recognized guardians, who must be accepted by the heads of the institutions as persons of sufficient age and responsibility to be entrusted with such guardianship. In the case of students whose fathers are alive, such guardians shall be nominated in writing by the fathers of the pupils. In the case of a student residing in a private family as tutor, the head of the family shall be considered to be the guardian under this class.
- (iii) In a hostel of public or private character.
- (iv) In a students' mess or other approved mess.

Students not living under one of these conditions will be liable to expulsion from the college or school attended, and the cause of such expulsion will be notified in the transfer certificate given to the student.

3. In the case of students living in classes (iii) and (iv) of rule 2, they will be considered to be under the direct control and supervision of the heads of the institutions of classes (a), (b), (c), and (d) not only during college or school hours, but also at all other times during the college or school terms.

4. All hostels or messes coming under paragraph 2 (iv) above must be duly licensed or approved in writing by the Principal of a college or by the Head Master of a high English or middle school as a fit place for the residence of students. At the time of application for a license, the head of the institution to which the largest number of students asking for the license belong will be considered to be the officer to inspect and license the mess. In the event of equal numbers in a mess coming from different institutions, the head of the senior institution as recognized by or affiliated to the Calcutta University will be considered to be the officer to license the mess. If, as the result of change in the residents in a mess, it is found that the majority of the residents belong to an institution other than that of the officer who licensed the mess, it will be open to him to transfer the mess to the head of the other institution. The Principal or Head Master, who has approved of the building or rooms used as a hostel or mess, will be responsible for the hostel or mess so approved, and for the students who live in it. Such hostels or messes will be regularly and frequently inspected by the Principals of colleges

or Head Masters of schools, or by officers deputed by them for such duties. Particular attention shall be directed at such inspections to all conditions in relation to the morality of the students and also to the discipline maintained in such hostel or mess. Instructions shall be given, if necessary, that a proper standard in such matters shall be maintained. The sanitary arrangements shall also be enquired into and inspected. In the case of a hostel under public management, if any defects are found, steps must be taken through the proper authorities to have any defects noticed remedied as speedily as possible. In the case of private hostels or the messes referred to, it will be in the power of the officer who is inspecting to declare that such buildings cannot be recognized for the purposes of a hostel or mess, and such declaration, when approved by the Principal of the college or the head of the school, shall be sufficient to cause the building to be struck off from the list of places where students are permitted to live.

5. Messes coming under paragraph 2 (*iv*) above and public and private hostels for students will be also open to inspection by any Inspector or Assistant Inspector of Schools, or any other person specially deputed for the purpose by Government or by the Education Department. Gentlemen of influence living in the neighbourhood of such messes or hostels may also be appointed to act as visiting members for such places under the authority of the Director of Public Instruction.

6. In every hostel where there is no paid Superintendent and in every mess the Principal of the college or the Head Master of the school shall appoint one of the most senior and responsible of the residents of such hostel or mess to act as Honorary Superintendent, and such Superintendent will be responsible for the maintenance of good order in the institution in which he resides. It will be the duty of the person so appointed to help the Principal of the college or the Head Master of the school in every matter connected with the morality and discipline of the persons living in the hostel or mess, and also to report any serious breaches in such matters to the authorities of the college or school. Ordinarily the Superintendent will be a teacher or a senior student of a college, but it will be permissible for outsiders to be appointed as Superintendents of messes. The remaining members of a mess must be *bonâ-fide* students of colleges or schools unless special exceptions to this rule are made by the head of the institution who has licensed the mess.

7. Cases of infectious disease or of sickness should be at once reported by the Superintendents of hostels and messes to the authorities of the college or school at which such students attend.

8. A Conduct Register will be kept by the Superintendent of the hostel or mess who shall have no power to cancel or alter an entry once made and signed. Boarders are liable to have their names placed in the Conduct Register for—

- (1) Disobedience of orders or infringement of any rules made for the well-being of the hostel or mess.
- (2) Absence without sufficient cause.
- (3) Continued neglect of study.

Hostels and Messes.

- (4) Insubordination or disrespect to the authorities.
- (5) Assaulting or abusing a servant of the hostel or mess.
- (6) Want of cleanliness or tidiness in their rooms and on the premises.
- (7) Misconduct not provided for by the rules.

9. The names of all the students residing in the hostel or the mess should be entered in an Attendance Register to be supplied for the purpose, and the rolls must be called twice a day at stated hours. Boarders found absent without satisfactory cause should be reported to the Principal or the Head Master of the institution to which they may belong, and for the third offence of the kind during the same term they may be expelled from the hostel or the mess.

10. A student may be removed from the hostel or students' mess for habitual or gross misconduct, or for frequent entry in the Conduct Register by the head of the institution who has licensed such hostel or mess. Every such removal shall be reported to the authorities of the institution to which the student belongs and also to his guardian.

11. All inspection remarks are to be recorded in the Visitors' Book.

12. Detailed rules for the conduct of the hostels or messes should be made by the Superintendent in consultation with the heads of the institutions concerned.

13. A report of the working of the hostel or the mess should be separately furnished to the Department at the close of the official year, with special reference to the conduct of the residents and to their health and progress, as also to the sanitary arrangements of the premises and their surroundings.

14. Students should be made to bear in mind that hostels and messes are meant solely for their welfare. They should, therefore, look to the interest of such institutions with zealous care. A loyal observance of the rules will go a great way towards insuring the students' own comfort. The Superintendent will listen to any complaints or suggestions that may be brought to his notice by a boarder in a proper manner. Hostels and messes can prosper only through the mutual co-operation of their members.

15. The head of each institution licensing messes or under whom a hostel is working shall, at the end of each official year, submit to the officer of the Education Department through whom he ordinarily corresponds with Government a report on their working, with special reference to the conduct of the residents and to their health and progress, as also to the sanitary arrangements of the premises and surroundings. These reports are to be forwarded to the Director of Public Instruction by the receiving officer with such remarks as may be necessary.

Bengal Govt.,
Genl. Dept.,
Notification
No. 1901, of
22 April 1902.

IN continuation of Notification No 1375T.—G., dated the 29th September 1900, it is hereby notified for general information that in future, no house in Calcutta should be licensed as a students' mess unless its sanitary condition has been previously certified to by the Health Department of the Calcutta Corporation. The certificate will be furnished free of charge.

(b)—HOSTELS SHOULD BE SELF-SUPPORTING.

Extract from a letter No. 967, dated the 25th July 1902, from the Govt. of India, Home Dept., to the Govt of Bengal, Municipal Dept.

* * * * *

"The Government of India trust that the Bengal Government will not lose sight of the desirability of ultimately rendering these hostels self-supporting. They recognise that the hostel movement requires fostering and that it is not immediately possible to attain this end; but they consider that the principle to be aimed at is that, as soon as possible, all charges incurred in maintaining a hostel, as distinguished from those involved in establishing it, should be distributed among the students who reside in it."

(c)—HOSTEL BUILDINGS.

**CONSTRUCTION OF HOSTEL BUILDINGS AND THE SOURCES OF
THEIR MAINTENANCE.**

Extract from a letter No. 441, dated the 9th February 1903, from the Govt. of Bengal, General Dept., to the D. P. I.

I AM further to say that Government has no objection to the Committee's proposal to construct the hostel buildings themselves; but it should be explained to the Committee that the building which is not to be erected by the Public Works Department, and for maintenance of which funds are not guaranteed, cannot be taken over either by the Public Works Department or by the Education Department, and that the recent orders of the Government of India contained in paragraph 3 of their letter No. 967, dated the 25th July 1902, require that fees should be levied from students sufficient to make the hostel self-supporting.

D. P. I.
Cir. No. 29, 27
21 March 1903.

MAINTENANCE OF HOSTEL BUILDINGS.

Extract from a letter No. 1179 B., dated the 17th February 1902, from the Govt. of Bengal, P. W. Dept., to the Commissioner of Chittagong.

WHERE hostels are built in connection with a Government school or college, it is essential that some arrangement should be come to, with the approval of Government, as to the maintenance of the building, and the design and construction should have the approval of the Public Works Department.

D. P. I.
Cir. No. 48, 27
12 March 1902.

Inflammable Buildings.

PLANS AND ESTIMATES FOR HOSTELS AND DORMITORIES.

D. P. I.
Cir. No. 31, 7
26 Feby. 1906.

GENERAL direction as regards the submission of plans and estimates for hostels and dormitories.

2. *Hostels for European or Indian students, whether in the plains or the hills.* (a) The minimum floor area to be allowed to each student should never be less than 60 square feet.

(b) Except in cases in which it is proposed to provide a separate room for each student, there should be open archways between the various rooms, so as to allow of the free perfilation of air.

(c) Where more than one student is to be accommodated in a room provision should be made for not less than three students in a room.

(d) In the case of quarters being provided for Educational officers in connexion with hostels, the amounts admissible for their construction will be those specified in my Circular No. 19, dated the 31st January 1907.

3. *Dormitories for European or Indian students whether in the plains or the hills*—The minimum floor area should never be less than 50 square feet for each student.

4. *Hostels and Dormitories for European or Indian students, whether in the plains or the hills.*—(a) Damp-proof courses should always be provided.

(b) As far as practicable, the local Executive officers should be consulted in connexion with the preparation of plans and estimates.

13.—INFLAMMABLE BUILDINGS IN CLOSE PROXIMITY TO PUBLIC BUILDINGS.

Bengal Govt.,
P. W. D.,
No. 419T.B.,
7 26 May
1905.

D. P. I.
Cir. No. 91 of
1905.

SERIOUS loss to Government has occurred owing to the close proximity of inflammable buildings to buildings of a permanent nature. I am directed to say that in future no buildings with roofs composed of thatch or other inflammable material should be constructed within a radius of 50 yards of a building constructed of permanent materials.

2. The limit of 50 yards is fixed as a minimum, not because it is considered that this limit will confer absolute immunity from fire risks but because it is thought to be the utmost limit that can conveniently be enforced in every case, taking into consideration the area of land usually attached to public buildings.

3. Where circumstances admit, inflammable buildings or those of a temporary nature should be placed at a greater distance than 50 yards from permanent buildings, more especially in the case of court-houses or record buildings or other buildings of a valuable nature.

14.—LAND ACQUISITION.

D. P. I.
Cir. No. 20, 7
1 Feby. 1905.

It has recently been decided by Government that all Departments requiring land should, as far as possible, address the Collector direct for an estimate, the subsequent procedure being that all estimates should be submitted by the Collector to the Commissioner. In cases in

Land Acquisition.

which the value does not exceed Rs. 1,000, the Commissioner should not be required to check the estimate or to countersign it. In cases of value between Rs. 1,000 and Rs. 25,000, the Commissioner will check the estimate and countersign it. In both of these cases Government has ordered that the Commissioner will transmit the papers to Government. When the value exceeds Rs. 25,000, the estimate should be submitted by the Commissioner to the Board of Revenue, who should check it and submit it to the Revenue Department. On receipt of the estimate the Revenue Department should communicate the amount to the requiring Department for acceptance or rejection. It has been ruled that the declaration should issue in the Revenue Department in all cases.

2. As regards objections, it has been decided that it would be sufficient to lay down that the Collector should refer to the Commissioner any objection which he is unable to dispose of himself and that objections should be disposed of by the Revenue authorities in all cases.

LAND ACQUISITION PROCEDURE

I SUBMIT that the simplest procedure consistent with the orders of the Government of India and the recent orders of His Honour would be as follows :—

D. P. I.
Cir. No 153, 4
21 Novr. 1905.

- (1) Officer of the requiring department to apply to Collector for estimate and draft declaration for acquiring the land.
- (2) Collector to have the estimate and draft declaration prepared and sign them *himself* in token of acceptance recording that there is no objection to the acquisition of the land and that the estimate is fair.

Collector then to submit the estimate and draft declaration to Commissioner who will countersign the former if above Rs. 1,000, and the latter in all cases.

This step would be unnecessary in petty cases of departments under the Commissioners.

H. F. SAMMAN.

- (3) If the estimate does not require Board's countersignature (because above Rs. 25,000), the Commissioner to return the estimate to the requiring officer.

If Board's countersignature is required, the Board to do this.

- (4) If, on receipt of estimate, it is decided to acquire the land, requiring officer to submit application for sanction to project accompanied by the countersigned estimate and draft declaration to his superior authority and then to Government in the requiring department; the officer empowered to sanction recording his sanction on the way and allotting funds. This would do away with the necessity of Government sanction (rule 15, Land Acquisition Manual, page 49) in cases which do not exceed the powers of sanction of local officers. In the case of the Manager of Eastern Bengal State Railway, Government sanction was

Municipal Taxes.

not given even under the old procedure in cases within his power of sanction, so the principle has already been admitted. [Letter No. 49T.—R.,

* Another precedent has been put up to me to-day in connection with a pending case. In 1900 the Government of India, Military Department, sanctioned the acquisition of land for a shell-factory and foundry at Cossipore. The Local Government published the declaration and took no action about the estimate—(Bengal Government Revenue

2A
Department file No. —

2
of 1900, B Proceedings for
July, No. 154—158, Pack-
et below).

H. F. SAMMAN—12-7-05.

dated the 14th October 1899, from the Secretary to the Government of Bengal, Railway Department, to the Board of Revenue, Lower Provinces].*

(5) Government in the requiring department to make a formal application to the Revenue Department for acquisition of the land, quoting orders of sanction and saying that funds are allotted.

(6) All subsequent proceedings to be taken by Revenue Department.

18. This would require but slight alteration of the existing rules in the Land Acquisition Manual.

H. F. SAMMAN—2-6-1905.

15.—RESPONSIBILITY OF EXECUTIVE ENGINEERS FOR ALL BUILDINGS AND LANDS IN THEIR CHARGE.

*No. 22B., dated the 18th June 1895, from the Govt. of Bengal,
P. W. Dept., to D. P. I.*

I AM directed to invite your attention to paragraph 66 of Chapter

D. P. I. *Public Works Department Code, Volume I, Chapter III, paragraph 66.*
Cir. No. 9, 4
14 Jan. 1907.

"66.—Executive Engineers are responsible that proper measures are taken to preserve all the buildings and works in their Divisions, and to prevent encroachment on Government lands in their charge. In view to the latter point, they should keep accurate plans of all cantonment or other Government lands, take care that their subordinates make themselves acquainted with the boundaries, and see that they are respected."

III, Volume I of the Public Works Department Code (7th edition), reproduced in the margin, in which it is laid down that Executive Engineers are held responsible for all buildings and lands in their charge, and to point out that no additions or alterations should be made to buildings borne on the books of this Department, and that no fresh detached structures should be erected on land attached to such build-

ings, irrespective of the fund from which the cost of the work is to be met, without first obtaining the sanction of this Department.

2. In the case of Public Works buildings and lands placed under the control of District Boards, Superintending Engineers and Inspectors of Works are responsible that no unauthorized additions or alterations are made.

3. As regards proposals put forward by District Boards, Municipalities, Mukhtears and Pleaders, and others, to erect buildings on Government land in the vicinity of public buildings, I am to say that the previous sanction of Government must be obtained in every case,

and such sanction will be given in accordance with the rules laid down by the Lieutenant-Governor under Resolution No. 945B., dated 22nd July 1878, and referred to in Public Works Department Circular No. 30B., dated 22nd March 1908, which the present Circular supersedes.

16.—MUNICIPAL TAXES ON GOVERNMENT BUILDINGS.

Circular No. 12T.—M., dated the 25th May 1905, by the Govt. of Bengal, Municipal Dept.

I AM directed to address you on the subject of the payment of municipal taxes imposed on Government buildings which are occupied by Government servants for the purpose of residence, whether on payment of rent or rent-free.

D. P. I.
Cir. No. 92, 4
15 July 1905.

2. The general rule to be followed is that laid down in Public Works Department Circular No. 8T.—G., dated 26th May 1904, viz., that the occupier must pay all tenants' taxes, and that Government will pay the owners' or landlords' taxes. Under the Bengal Municipal Act the tenants' taxes include the water-rate (section 279), lighting-rate (section 310) and latrine-tax (section 322), while the owner pays the rate on holdings (section 103) or the corresponding rate levied under section 89 in places where the tax on persons is in force. In Calcutta half the consolidated rate is payable by the owner and the other half by the occupier. Under paragraph 1068-I (e) (ii) of the Public Works Code the owners' taxes payable on Government buildings should be included in the rent charged in respect of such buildings, and steps are now being taken to revise the rents where necessary in accordance with these orders.

3. Further enquiry has shown that the orders already issued in the above Circular require to be supplemented in several respects, and I am accordingly to convey the following instructions :—

- (1) The rent, including owners' taxes, will still be subject to the limit of 10 per cent. of the salary of the occupier.
- (2) All municipal taxes will be paid by Government in cases where the salary of the occupier is less than Rs. 50 a month, and may, with the sanction of the Head of the Department, be paid where the officer is obliged, for the proper performance of his duties, to occupy a part of a Government building or block of buildings which is assessed as a single holding, as for instance a House Surgeon in a hospital or an Inspector of Police occupying quarters in the police-lines.
- (3) Where a building is used partly for Government purposes and partly as a residence, and the occupier is not obliged to live in it for the proper performance of his duties, the occupier's taxes will be divided between him and Government in the proportion which the capital cost of the residential part of the building bears to the capital cost of the remainder.
- (4) It will be open to any officer whose rent is raised, owing to these orders, to make a representation on the subject, if he considers that there are reasonable grounds for doing so.

17.—PUNKHAS.

*Circular No. 76B., dated 14th February 1906, by the Govt. of Bengal,
P. W. D.*

D. P. I.
Cir. No. 59, 24 March 1906.

In the case of all official residences, whether newly constructed, purchased, or hired, punkhas (including poles suspending ropes, tubes and pulleys) should be supplied and maintained by Government, but fringes, pulling ropes and canes should be supplied and maintained by the occupiers of the residences.

18.—RELIGIOUS CEREMONIES IN PUBLIC BUILDINGS.

Bengal Govt.,
Genl. Dept.
No. 134T.G., 20 April 1907.

No religious ceremonies should be held on the premises of any School or College building which is the property of Government.

19.—RENT OF HOUSES ACQUIRED BY GOVERNMENT FOR RESIDENTIAL PURPOSES.

*No. 1704J—D., dated the 1st June 1905, from the Govt. of Bengal,
Judicial Dept., to D. P. I*

D. P. I.
Cir. No. 90, 11 July 1906.

I AM directed to request that you will, when submitting a proposal for the acquisition or purchase of a house as a residence for a Government official, be so good as to state—

- (1) the average pay of the officer who is expected ordinarily to occupy the house; and
- (2) the value of the land, exclusive of the buildings upon it.

*Extract from Circular No. 24A., dated the 20th October 1905, by the
Govt. of Bengal, P. W. D.*

D. P. I.
Cir. No. 2, 6 July 1906.

WHEN an officer continues to occupy a house after it has been acquired by Government, rent should be recovered at the rate paid to the former landlord, subject to the usual limit of 10 per cent. on the salary and local allowance of the officer occupying the house, pending the approval of Government to the rent assessed by the Superintending Engineer.

20.—SANCTION OF ESTIMATES.

POWERS OF COMMISSIONERS OF DIVISIONS AND HEADS OF CIVIL DEPARTMENTS TO SANCTION ESTIMATES.

*Resolution No. 1107 A., dated the 14th July 1905, by the Govt. of
Bengal, P. W. Dept.*

OBSERVATIONS.—At the Conference held at Darjeeling in October last, the question of vesting Commissioners of Divisions and Heads of Civil Departments with increased powers of sanction to estimates for new Provincial buildings and for additions and alterations to existing Provincial buildings was considered. The Local Government think it desirable to give effect to the recommendations of the Conference.

D. P. L.
Cir. No. 157, 7
2 Novr. 1905.

2. The rules and procedure with regard to Imperial works are laid down by the Government of India, and are contained in paragraphs 978 to 996 of the Public Works Code (8th edition).

3. For Provincial works the Local Government is empowered to make rules limiting the power of sanction of Civil officers and regulating the manner in which the works are to be executed.

Paragraph 997 of Public Works Code, volume I.
RESOLUTION.—The Lieutenant-Governor is therefore pleased to direct that the following rules and procedure shall be observed in respect of such works:—

A.—POWERS OF SANCTION.

Public Works Officers.

4. Superintending Engineers have power to deal finally with the details of designs and estimates for new works up to a limit of Rs. 10,000, and to sanction estimates up to this amount after the plans and report, which must mention the cost, have been countersigned by the

Paragraphs 301 and 302, Public Works Department Code and Bengal Public Works Department Resolution No. 3079A., dated 6th August 1888.

Head of the Department concerned.

Government of India, Public Works Department, letter No. 947G., dated 3rd June 1904, and Government of India, Revenue and Agriculture (Civil Works) letter No. 507, dated 14th April 1904.

Certain selected Executive Engineers, while holding the appointment of Inspector of Works, have power to sanction estimates for new works not exceeding Rs. 5,000 for one work.

Executive Engineers in charge of Public Works Divisions have power to sanction estimates within a limit of Rs. 200 for each work. With respect to civil works, this power of sanction can only be used when there is no local Civil Officer having a power of sanction.

Paragraph 347(b), Public Works Department Code.

District Engineers have no power of sanction, but they are authorized to furnish Civil Officers with detailed plans and estimates for works costing not more than Rs 200 in each case, in accordance with the procedure laid down in paragraph 7 below.

Bengal Public Works Department Circular No. 21A., dated 3rd October 1903.

Civil Officers.

5. The powers of Civil officers to sanction estimates for individual works required for their own department are as follows:—

	Rs.
Board of Revenue, Lower Provinces ...	} 2,500
Inspector-General of Prisons ...	
Inspector-General of Police ...	
Inspector-General of Civil Hospitals ...	
Director of Public Instruction ...	
Inspector-General of Registration ...	
Commissioners of Divisions ...	
Commissioner of Excise and Salt ...	
Director of Land Records and Agriculture ...	} 500
Private Secretary to His Honour the Lieutenant-Governor ...	
District Judges ...	} 200
District Magistrates ...	
Collectors of Districts and Deputy Commissioners ...	
Principals of Colleges ...	100

This does not apply to residences for Government officials, all estimates for which require the sanction of the Supreme Government or the Local Government in the Public Works Department, as laid down in Public Works Circular No. 14B. of the 13th June 1904.

6. The Board of Revenue, Lower Provinces, are vested with the power of according administrative approval to proposals for Provincial works estimated to cost not more than Rs. 7,500.

B.—PROCEDURE.

Minor Works.

7. For the purposes of these rules, minor works are those which are within the power of sanction of the Civil Officer concerned.

On the requisition of the Civil Officer, the Executive Engineer or the District Engineer will prepare detailed plans and estimates for minor works. When the total of the estimate is within Rs. 200, the Executive Engineer, in districts

Paragraph 2026, Public Works Department Code.
Public Works Department Circular No. 39A., dated 7th October 1891.

where works are carried out by the Public Works Department, will send the plan and estimate direct to the Civil Officer. When the estimate exceeds Rs. 200 (and in districts where District Boards carry out works for the Public Works Department, whatever the amount of the estimate may be), the plan and estimate will be sent by the Executive Engineer or District Engineer to the Superintending Engineer or Inspector of Works who, after scrutiny and, if necessary, revision, will forward them to the Civil Officer.

Civil Officers who have been given grants for minor works from the Public Works budget should record their sanctions on estimates which have been duly approved by the Public Works officers competent to deal with them in the follow-

Public Works Department
Circular No. 37A., dated 6th
May 1878.

Public Works Department
Circular No. 37A., dated 6th
May 1878.

ing form :—

Estimate for _____ sanctioned by _____ for the sum of Rs. _____
debitable to the allotment placed at his disposal by the
Government of Bengal in No. _____, dated _____, as below :—

Rs.

Allotment available for the year	...	...
Less sanctioned previously	...	...
Amount of this sanction	...	...
Balance of allotment still available	...	...

The sanction should in all cases be intimated and the plans and estimates sent to the Superintending Engineer or Inspector of Works and not to the Executive Engineer or District Engineer direct.

Civil Officers who have not received any allotment for minor works should send the plans and estimates approved to the Superintending Engineer or Inspector of Works, who will, if possible, sanction and allot from the grant at his disposal.

8. Commissioners and Heads of Departments should not call on Executive or District Engineers to prepare detailed estimates for works for the execution of which they are unable to find funds from the grants placed at their disposal.

Paragraph 994, Public Works
Department Code.

9. To enable the Civil Officers named below to exercise the powers conferred upon them by this Resolution, an allotment from the budget grant of this Department will be placed annually at their disposal. For the current year the following allotments will be placed at the disposal of the officers named :—

Bengal Government,
Financial Department,
Resolution No. 2123 F.,
dated the 3rd April 1905.

**Bengal Government.
Financial Department,
Resolution No. 2123F.,
dated the 3rd April 1905.**

			Rs.
Commissioner, Burdwan Division	...	...	9,500
" Presidency "	...	...	11,500
Rajshahi "	...	...	10,500
Dacca "	...	...	12,000
Chittagong "	...	...	7,500
Patna "	...	...	13,500
Bhagalpur "	...	...	11,000
Orissa "	...	...	6,500
Chota Nagpur "	...	...	8,000
Commissioner of Excise and Salt	...	...	<u>3,000</u>
Total	...	...	93,000

10. The Board of Revenue, Lower Provinces, Inspectors-General of Prisons, Police, Registration and Civil Hospitals, and the Director

Sanctioning Estimates.

of Public Instruction, Bengal, have already been placed in charge of funds for the construction of minor works of their respective Departments.

Major Works.

11. For all works which exceed the limits of sanction of Civil

Paragraphs 771 and
771A, Public Works
Department Code.

Financial Department
Circular No. 5T.—F.,
dated the 24th September
1891.

Public Works Depart-
ment Circular No. 1639A.,
dated the 8th March
1901.

Officers the administrative approval of the Local Government is required before detailed plans and estimates are prepared. The Executive Engineer or District Engineer will, on request by the Civil Officer, furnish a rough plan for, and approximate estimate of the cost of, the work proposed. These will in all cases be sent to the Civil Officer through the Superintending Engineer or Inspector of Works, who should state if he considers that the amount provided in the approximate estimate is

fair for a work of the class proposed.

The Civil Officer should furnish the Executive Engineer or District Engineer with particulars as to the reasons for which the building is required and as to accommodation which has to be provided, while the Executive Engineer or District Engineer should show that his plan will generally suit the Civil Officer's requirements, and he should give particulars as to the class of work which it is proposed to provide for and show on what information his estimate of cost is based.

On receipt of the rough plan and approximate estimate from the Superintending Engineer or Inspector of Works, the Civil Officer will submit them to Government in the Department concerned. When administrative approval has been accorded, orders will issue in the Public Works Department to the Superintending Engineer or Inspector of Works for the preparation of detailed plans and estimates.

ORDER—Ordered that a copy of this Resolution be forwarded to the Secretary to the Board of Revenue, Lower Provinces; Inspectors-General of Prisons, Police, Registration, and Civil Hospitals, Bengal; Director of Public Instruction, Bengal; Commissioners of Divisions; Commissioner of Excise and Salt, Bengal; Director of Land Records and Agriculture, Bengal; Private Secretary to His Honour the Lieutenant-Governor; District Judges, Magistrates and Collectors of districts and Deputy Commissioners; and Principals of Colleges for information and guidance.

Ordered also that a copy of this Resolution be forwarded to all Superintending Engineers and Inspectors of Works of Public Works Circles in Bengal, and to the Examiner of Public Works Accounts, Bengal, for information and guidance.

Ordered also that a copy of this Resolution be forwarded to the Judicial, Revenue and Financial Departments of this Government for information.

CHAPTER XV.

MISCELLANEOUS.

1.—AGE.

Any declaration of age for public purposes, express or implied, should, in the case of Government servants, be deemed absolutely conclusive, and no revision of such declaration should be allowed to be made at a later period for any purpose whatsoever.

India Govt.
Home Dept.,
No. 201, 4
2 March 1906.

D. P. I.
Cir. No. 92, 4
4 May 1906.

2.—APPEALS.

RULES REGULATING THE PRESENTATION OF APPEALS BY GOVERNMENT SERVANTS HOLDING SUBORDINATE APPOINTMENTS, THAT IS TO SAY, GOVERNMENT SERVANTS WHOSE APPOINTMENTS ARE NOT GAZETTED BY THE LOCAL GOVERNMENT.

DEPARTMENTAL punishments shall be held to include (i) dismissal, (ii) removal, (iii) suspension, (iv) degradation, (v) stoppage of promotion or of increment of pay, and (vi) fine.

Bengal Govt.,
Genl. Dept.,
Cir. No. 25, 4
25 May 1905.

2. Every officer, on whom any departmental punishment is inflicted, shall have the right of preferring one appeal, viz, to the authority immediately superior to the officer who passes the order of punishment.

3. No officer whose service is inferior shall have the right of preferring a second appeal in the case of any departmental punishment.

4. An officer whose service is superior shall have the right of preferring a second or further appeal (i) against an order of dismissal or removal, or (ii) against an order of suspension or degradation, or of stoppage of promotion or increment of pay, when the period in respect of which the order is passed exceeds six months.

Provided that an order passed on appeal by the Board of Revenue or the Head of a Department shall, in the case of an officer whose service is superior and who draws pay of less than Rs. 50 a month, be final.

5. No appeal as of right shall lie against an order declining to give an appointment or promotion to a particular individual, or affecting a transfer or an extension of service.

Note 1.—These rules do not apply to ministerial officers attached to the Civil Courts nor to officers of the Police Department other than the ministerial officers of that Department. The appointment, punishment and removal of the former class of officers are regulated by the provisions of Chapter VI of the Bengal North-Western Provinces and Assam Civil Courts Act, 1887, while separate rules will be prepared to meet the case of officers of the Police Department other than ministerial officers.

Note 2.—For definitions of "inferior" and "superior" service—see Articles 396 and 397 of the Civil Service Regulations.

3.—CONFIDENTIAL REPORTS.

No. 1604.—12A, dated the 23rd March 1905, from Chief Secretary to the Govt. of Bengal, to Commissioners.

D. P. I.
Cr. No. 59, 4
2 May 1905

It appears to the Lieutenant-Governor, from the perusal of a large number of Confidential Reports, that they are frequently useless, or at all events not nearly as useful as they might be, on account of the vague language in which they are couched.

2. There is not much harm in saying that an officer is "good," because it may be taken to mean that a reporting officer has really no criticism to offer, and that the officer reported on has given satisfaction. At the same time, if an officer has any particular good quality worth mentioning, it may be of great advantage that it should be specially mentioned in the report. For example, it may be useful to the Government to know that a man is "tactful," or "energetic" or "sound in judgment," when it is necessary to choose an officer possessing any of these qualifications for any special duty.

3. It is distinctly more objectionable to use a vague phrase like "bad" or "unsatisfactory" or "useless" in reporting unfavourably of an officer. It is essential to know, if possible, wherein the badness consists. The report should state whether the officer is "perverse" "untrustworthy," "perfunctory," "lazy," or whatever the particular unfavourable characteristic of his work may be; and in the case of a seriously bad report, it is a good thing, if possible, to illustrate very briefly the unfavourable trait.

4. The essential point to be kept in view in reporting on officers, is that the reports should be so full as clearly to show special merits or defects, so that those who have to peruse the reports may be able to form a correct and definite judgment as to how the services of the officers concerned may best be utilised.

5. It is right that an officer who is badly reported on should be informed of the fact. This is desirable, not so much to enable him to defend himself (and certainly not to enable him to enter into a controversial correspondence), but rather that he may be warned and have an opportunity of giving his attention to the curing of the defects which have been brought to notice. It is useless to send vague reports to an officer for his information; but when any particular defect is pointed out, he should be told that the defect has been brought to notice, and that he should set himself to cure it.

6. This does not apply to cases where the defect pointed out is one which cannot be cured by the officer concerned and where it could only give him pain if he were informed. It may, for instance, be desirable that Government should know that an officer is not very intelligent, but the officer concerned could not benefit by being told this. At the same time it may be necessary, in the interest of fairness of dealing, to communicate the report.

7. Wherever benefit may result from communicating an unfavourable report, or where fairness demands its communication, the officer reported on must be informed of the contents of the report; and the fact that he has been so informed must be noted for the information of Government. Where Government thinks that a report withheld should have been communicated, it will repair the omission.

I HAVE the honour to request that you will favour me annually, on the 1st of April, with a confidential report regarding the officers of Subordinate Educational Service, from Class IV downwards, who are serving under you.

D. P. 4
Cir. No. 128, 7
31 Aug. 1905

2. Capabilities for the higher work of the Department, thoroughness and honesty are the guiding principles, on which alone an officer should be recommended for special promotion, and in each such case you are requested to mention briefly the particular kind of higher work for which the officer is fitted, as well as, in the case of a teacher, the particular subject or subjects in which he is specially strong. In the case of an officer recommended for the posts of Head Master or Deputy Inspector of Schools, administrative abilities should receive special notice.

3. Those recommended for special promotion should be marked with "S. P.," those who are discharging their present duties efficiently with "P.," and those who are regarded as having reached the limits of their promotion with "L."

4.—EXTENSION OF SERVICE.

Resolution No. 305 P., dated the 21st January 1905, by the Govt. of India, Finance and Commerce Dept.

D. P. I.
Cir. No. 9, 7
11 March 1905.

UNDER Article 463 of the Civil Service Regulations, Audit Officers are required to submit, on or before the 1st September in each year, a list of officers who will attain the age of 55 years, or whose extension of service expires, during the next official year, with a view to consideration whether they should be retired or retained. As it is in the last months of an officer's ordinary service that it can best be judged whether he is still fit for further employment, the existing procedure tends to bring the question under consideration prematurely. The Governor-General in Council has accordingly decided that, in the case of gazetted officers under the Government of India, recommendations for extensions of service should not be submitted more than six months before the date on which the officer would, in the absence of special orders, retire, and His Excellency in Council recommends a similar course to Local Governments and Administrations in respect of gazetted officers subordinate to them.

In the case of non-gazetted officers orders may as hitherto be passed on consolidated statements.

5.—MEDICAL CERTIFICATES.

Resolution No. 3339 Medl., dated the 30th June 1897, by the Govt. of Bengal, Municipal Dept.

"In the Resolution cited in the preamble the Government of Bengal reviewed the question of the grant of medical certificates in Bengal to candidates for employment in the Government service and to applicants for leave on medical certificate or for permission to retire. Rules were laid down on the subject by which the duty of examining applicants and granting medical certificates in Calcutta was distributed among the medical officers permitted to engage in private practice. The Government of India, while accepting the principle laid down in the Resolution, desired that this distribution, which applied only to Provincial Departments, might be extended to all establishments under the Government of India, in Calcutta. They also pointed out that the form of certificate prescribed in the Resolution was far more severe than was intended by Article 61 of the Civil Service Regulations, and observed that except in cases where the rules for admission to an office or department require the submission of a certificate previous to examination, certificate should only be given to selected candidates on the requisition of the head of the department. It was further requested that, in the orders distributing the establishments of the Government of India for the purpose of the grant of medical certificates, it might be made clear that, subject to certain exceptions the rules should not affect the right of officers under that Government, resident within the limits of the town of Calcutta, to call in any Presidency Surgeon whom they choose.

Medical Certificates.

"2. In order to give effect to the orders of the Government of India, and to settle finally the entire question of the grant of medical certificates, the Lieutenant-Governor is pleased, in supersession of all previous orders on the subject, to lay down the following rules for future guidance.

RULES FOR THE GRANT OF MEDICAL CERTIFICATES.

"I.—The duty of granting medical certificates and of countersigning certificates under articles 903 and 904, Civil Service Regulations, shall, in Calcutta, be performed by the medical officers mentioned in Appendix II attached to these rules, who will examine or countersign certificates relating to those officers only who belong to the departments allotted to them.

"II.—In the mufassal the duty of granting medical certificates and of countersigning certificates under articles 903 and 904, Civil Service Regulations, shall be performed by the Civil Surgeon or Civil Medical Officer of the district, who will examine or countersign certificates relating to persons of all departments who belong to, or are employed in, his district. He will on no account examine or countersign a certificate for a person attached to another district, except under the circumstances described in rule IV.

"III.—All officers of Government, whether gazetted or non-gazetted, who are desirous of obtaining medical certificates recommending leave, extension of leave or retirement, must, if employed in Calcutta, apply to the medical officer to whom the department in which they are employed is allotted. If they are employed in the mufassal, they must apply to the Civil Surgeon or the Civil Medical Officer of the district in which they are employed, and to him only.

"IV.—Officers on leave either in Calcutta, or the mufassal, who, while at a station other than that from which they went on leave, are desirous of obtaining an extension of leave on medical certificate, must, if in Calcutta, apply to the medical officer to whom the department in which they are employed, or the department of the Secretariat to which they are immediately subordinate is allotted, and, if in the mufassal, to the Civil Surgeon or Civil Medical Officer of the district. In every such case it will be the duty of the medical officer, before he grants a certificate, to ascertain particulars regarding the applicant's previous medical history, and the fact that this has been done shall be mentioned in the medical certificate.

"V.—Selected candidates for employment in Government service will be examined only on the requisition of the head of the department for which they have been selected. In Calcutta, such requisition must be addressed to the medical officer to whom the department has been allotted, and to no other officer, and in the mufassal to the Civil Surgeon or Civil Medical Officer of the district in which they are to serve.

"VI.—Medical certificates granted to selected candidates for employment in Government service will ordinarily be in Form I, but certificates in Form II will be given when specially required by the head of the department. Those granted to officers in the service of Government, whether gazetted or non-gazetted, will be in Form III which is prescribed in article 893 of the Civil Service Regulations.

Medical Certificates.

"VII.—In every case, if the opinion of the medical officer is unfavourable to the applicant, an appeal will lie to the Medical Board, and the decision of the Board shall be final.

Appeal to the Medical Board allowed under this rule must be made within fifteen days from date of the certificate granted by the medical officer by whom the applicant is examined.

"3. The Lieutenant-Governor is pleased to direct that these rules shall also apply to the establishments under the Government of India in Calcutta, and that the orders contained in Appendix II distributing the establishments of the Governments of India and of Bengal, for the purpose of the grant of medical certificates, will not affect the right of any officer under either Government resident in Calcutta, who is entitled to the attendance of a Presidency Surgeon, to call in for the purpose of treatment any one of them whom he chooses, except in case in which special orders have been laid down limiting this right.

"4. The Lieutenant-Governor also directs that medical certificates shall only be required from selected candidates, on the requisition of the head of the department, and that these shall be granted free of charge. In the case of selected candidates for the Provincial Service, the certificate will be in Form II.

"5. The certificate prescribed by rule VI for ordinary use is the same as that prescribed by article 61 of the Civil Service Regulations, but the rule leaves it open to any department, which requires its officers to be capable of standing hard outdoor work, to demand a special certificate in Form II.

APPENDIX I.

FORMS OF CERTIFICATES.

FORM I.

I do hereby certify that I have examined A B, a candidate for employment in the _____ Department, and cannot discover that he has any disease, constitutional affection or bodily infirmity, except _____. I do not consider this a disqualification for employment in the office of _____. A B's age is, according to his own statement (X) years and by appearance about (Y) years.

FORM II.

Special Certificate of Physical fitness for Government Service.

I, _____, do hereby certify that I have examined _____ candidate for employment in _____

His age is by his own statement _____ years, and by appearance _____ years.

- (a) General conformation.
- (b) Vision.
- (c) Hearing.
- (d) Lungs.

- (e) Heart.
- (f) Liver.
- (g) Spleen.
- (h) Hernia, present or absent.†
- (i) Hydrocele, present or absent †
- (k) Glycosuria, present or absent.†
- (l) Albuminuria, present or absent.†
- (m) Distinguishing marks.

I consider that he is of sound health and good physique and capable of bearing fatigue and exposure, and that he is fit to enter the service of Government.†

I consider him unfit to enter the service of Government for the reason given at†

Place

Date

FORM III.

I, A. B. Surgeon at (or of) _____ service, is in a bad state of health, and I solemnly and sincerely declare that, according to the best of my judgment, a change of air is essentially necessary to his recovery, and do therefore recommend that he may be permitted to proceed to sea (or to such place as the Surgeon may think proper, expressing it in the certificate).

APPENDIX II.

Allotment of Departments at Calcutta.

Designation of Officers.	Offices and Departments.	Gazetted.	Non-gazetted.	Total.
1	2	3	4	5
Professor of Ophthalmic Surgery, Medical College	Revenue, General and Statistical Departments, Government of Bengal.	*	*	*
	Secretariat	2	69	71
	Office, Director of Land Records	4	15	19
	Board of Revenue	4	107	111
	Presidency Commissioner's office	3	29	32
	Board of Revenue, Opium Godown ... ..	...	3	3

* Designation of Medical Officer.

† Strike out "present" or "absent" in (h), (i), (k) and (l), and whichever of the concluding sentences does not apply.

XV.—MISCELLANEOUS.
Medical Certificates.

Designation of Officers.	Offices and Departments.	Gazetted.	Non-gazetted.	Total.
1	2	3	4	5
Professor of Ophthalmic Surgery, Medical College—concluded.	<i>Revenue, General and Statistical Departments, Government of Bengal—concl'd.</i>			
	Office, Director of Public Instruction ...	5	25	30
	Office, Inspector, European Schools ...	1	4	5
	Ditto, Presidency Circle ...	2	8	10
	Ditto, Inspectress of Schools ...	1	1	2
	Deputy Inspector of Schools Presidency College ...	17	5	6
	Bethune College and School ...	1	16	33
	Sanskrit College ...	1	19	20
	Calcutta Madrasa ...	5	18	23
	Hindu School ...	4	32	36
	Hare School ...	2	14	16
	Collinga Branch School ...	1	15	16
	Normal School ...	1	9	10
	Art Gallery ...	2	23	25
	Art School ...	..	1	1
		2	10	12
	St. Paul's Cathedral ...	2	...	2
	St. James' Church ...	1	...	1
	St. John's Church ...	2	...	2
	St. Thomas's Church ...	1	...	1
	St. Peter's, Fort William... ..	1	1	2
	Military Cemetery ..	...	1	1
	Protector of Emigrants ...	1	15	16
	Factory Inspector ...	1	1	2
	Bengali Translator's Office ...	1	7	8
	Hindi ditto ...	1	5	6
	Librarian's Office ...	1	4	5
	Pilot Service ...	83	...	83
	Leadsman's quarters ...	...	1	1
*	* *	*	*	*

6.—PASTEUR INSTITUTE FOR TREATMENT OF BITES OF RABID ANIMALS.

No. 1089, dated the 19th December 1906, from the Govt. of India, Home Dept., to the Govt. of Bengal, Municipal Dept.

WITH reference to the correspondence ending with your letter No. 1414T.—M., dated the 30th June 1905, and in modification of the orders contained in the Home Department letter No. 3848, dated the 18th December 1902, I am directed to communicate the following remarks and orders of the Government of India regarding the grant to Government servants and to indigent persons unconnected with the public service of certain concessions designed to enable them, when bitten by a rabid animal, to proceed without delay to the Pasteur Institute at Kasauli or Coonoor for treatment.

2. In the case of Government servants, the Government of India consider that a distinction must be made between those who are too poor to proceed at their own expense to a Pasteur Institute for treatment, and those who can afford eventually to pay for their journey but have a difficulty in finding the requisite means at once. The former are, in their opinion, fit subjects for State beneficence: the needs of the latter can most suitably be met by the grant of advances. The question of giving similar assistance to private individuals stands on a different footing, and it may be argued that the position of facilities to enable them to obtain treatment should be left to private charity. The Government of India however recognise that they occupy a very special position towards the subject of medical relief, and that the circumstances of this particular case call for special consideration, since the sufferer's recovery depends on his being able to start for a Pasteur Institute at once, a condition which private charity cannot be counted on to secure. The Government of India have therefore decided to lay down the following rules for the guidance of Local Governments and Administrations:—

I.—Any Government servant who has been bitten by a rabid animal, and who is too poor to proceed to Kasauli or Coonoor at his own expense, may, provided that he is drawing not more than Rs. 100 a month, be granted—

- (i) his actual travelling expenses to Kasauli or Coonoor and back, namely—(a) a single fare each way by railway of the class by which he is entitled to travel on duty; (b) for journey by road, the actual cost of transit not exceeding the amount admissible under rule. The expenses for the return journey should be paid to the patient at Kasauli or Coonoor, after the treatment has been undergone, by the Treasury Officer at those stations on production of a discharge certificate from the Director of the Institute;

- (ii) an advance of one month's pay ;
- (iii) one month's casual leave, any leave required in excess being treated as privilege or sick leave.

II.—Any Government servant who has a difficulty in finding at once the means to enable him to proceed to an Institute, and whose pay exceeds Rs. 100 but does not exceed Rs. 500 a month, may be granted an advance not exceeding the amount admissible under rule I (i), and may also be given the concessions specified in rules I (ii) and (iii) above. The sums thus advanced will be recovered by instalments on the usual scale.

III.—Subject to such further rules as Local Governments may make, any indigent person unconnected with the public service who, in the opinion of any officer authorized to grant the concession, is unable to proceed to a Pasteur Institute at his own expense, may be granted his actual travelling expenses to Kasauli or Coonoor and back, namely—(a) a single third class fare each way by railway ; (b) for journeys by road, the actual cost of transit ; (c) maintenance allowance at the following daily rates: Europeans and Eurasians Re. 1 during the journey and Rs. 2-8 during treatment, natives 4 annas during the journey and 6 annas during treatment. The expenses for the return journey should be paid to the patient at Kasauli or Coonoor, after the treatment has been undergone, by the Treasury Officer, at those stations, on production of a discharge certificate from the Director of the Institute.

3 The existing rules requiring the production of a certificate from a Medical Officer, and the sanction of the principal District Officer in the Department concerned before a Government servant can obtain a concession enabling him to proceed to an Institute, have been found to cause dangerous delays in the arrival of patients in Kasauli. The Government of India have therefore decided that any Government servant not below such rank as may be fixed by the Local Government shall be empowered to grant the above-mentioned concessions, and to authorize the immediate departure for Kasauli or Coonoor of any of the classes of persons specified, whether Government servant or indigent persons unconnected with the public service.

4. On the production of a certificate from the Director of the Pasteur Institute that the person sent has been treated, the Local Government will adjust the expenditure as Provincial, Local or Municipal, according to the local conditions and rules. In Provinces

where the provisional settlement system is not in force, the expenditure so far as it is not met from Local or Municipal funds will be borne by Imperial Revenues.

5. Orders regarding the application of the foregoing rules to cantonments will issue separately.

Circular Nos. 10-11Medl., dated the 11th February 1907, by the Govt. of Bengal, Municipal Dept.

IN continuation of the circulars noted in the margin, I am directed to forward, for your information, a copy of a letter from the Government of India in the Home Department, No. 1089, dated the 19th December 1906, regarding the grant to Government servants and to indigent persons unconnected with the public service of certain concessions designed to enable them, when bitten by a rabid animal, to proceed without delay to the Pasteur Institute at Kasauli or Coonoor for treatment.

2. I am to say, with reference to paragraph 2-III of the letter from the Government of India, that the Lieutenant-Governor does not consider it necessary to make any further rules at present.

3. With regard to paragraph 3 of the letter, I am to say that the Lieutenant-Governor has decided that any Government servant not below the rank of Subdivisional Officer, including the officer left in charge at head-quarters during the absence of the Subdivisional Officer on tour, or the Medical Officer in charge of a subdivision, provided he is not below the rank of Civil Assistant Surgeon, shall be empowered to grant the concessions referred to in the orders of the Government of India.

D. P. I.
Cir. No. 46,
15 March 1907.

Circular No. 1Medl.,
dated 13th January 1903.
Circular No. 36T.—M.,
dated 8th August 1905.

7.—SERVICE BOOKS OF DISMISSED OFFICERS.

Circular No. 2-F., dated the 2nd February 1906, by the Govt. of Bengal, Financial Dept.

UNDER rule 4, section VI, and rule 2, section III of the Board's Records Manual, records are divided into three classes, marked, respectively, A, B and C. A papers are preserved for ever, B for 12 years, and C papers for 2 years. In order to preserve uniformity in this matter, the Lieutenant-Governor thinks that it would be well that the service books of dismissed officers should be classed as B and preserved for a period of 12 years. I am to ask that instructions may be conveyed accordingly to the officers subordinate to the Board of Revenue.

D. P. I.
Cir. No. 46,
7 March 1906.

8.—THUMB IMPRESSIONS.

*Circular^o No. 274 $\frac{T. M.}{P. R.}$, dated the 20th March 1905, by the
Accountant-General, Bengal.*

D. P. I.
Cir. No. 62, 4
8 May 1905,

IN accordance with the Resolution of the Government of India in the Finance and Commerce Department, dated 2nd February 1905, I have the honour to request that in future three impressions of the ball of the thumb of the left hand of all applicants for service pensions who have not been gazetted officers or Government title-holders may be taken before the Head of the Office to which the applicant belonged and furnished with the application for pension. One impression is to be affixed on the first page of the application in the (blank) space provided for the purpose, and the other two should be furnished on two slips of paper on which the following endorsement duly filled in should be made:—

Thumb impression of—
Late—
Taken before—
Name of officer—
Designation of officer—
On (date)—

2. If in any case attendance before the Head of the Office be a matter of difficulty or occasion undue expense to the applicant, he may, with the consent of the Head of the Office, give the impressions before a Magistrate, who should satisfy himself as to the identity of the applicant and record a certificate stating that he has done so and that the impressions have been taken in his presence.

3. In the case of non-service pensioners, the impressions will be taken by the office preparing the Descriptive Roll on such roll and on two slips of paper in the above manner and sent with the pension papers.

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